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ABSTRACT

This document contains a chapter from each Australian State and Territory and from the Commonwealth on their full range of achievements in 1996 related to the National Strategy for Vocational Education and Training. Achievements of all State and Territory Training Authorities are outlined in terms of the four themes of the national strategy: greater responsiveness, enhanced quality, improved accessibility, and increased efficiency. The report also includes information on Commonwealth initiatives in vocational education and training. Among the major achievements detailed in the report are the following: (1) reform of the apprenticeship and traineeship system; (2) reform of the vocational education system; (3) literacy training; (4) small business services; (5) quality initiatives; (6) migrant services; (7) improving access for disadvantaged groups; (8) industry-education partnerships; (9) development of the training market; and (10) small business training opportunities for women. (KC)

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ED 420 758

ANNUAL NATIONAL REPORT

1996

VOLUME TWO

2

COMMONWEALTH, STATE & TERRITORY ACHIEVEMENTS

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AUSTRALIA'S VOCATIONAL EDUCATION & TRAINING SYSTEM

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Cover photographs: (clockwise from top left) Ciaran McAssey, SA, 1996 Trainee of the Year; Ella Wright, Tas, 1996 Apprentice of the Year; Guy Doyle, Tas, 1996 Vocational Education Student of the Year; Michelle Simms, WA, 1996 Aboriginal and Torres Strait Islander Student of the Year.

ANNUAL NATIONAL REPORT

1996

AUSTRALIA'S VOCATIONAL EDUCATION & TRAINING SYSTEM VOLUME 2

4

COMMONWEALTH, STATE & TERRITORY ACHIEVEMENTS

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INTRODUCTION

The 1996 Annual National Report[1] on the vocational education and training system is in three volumes. This second volume contains the achievements of the Commonwealth and each State and Territory against national priorities. All State and Territory Training Authorities have prepared a chapter outlining their achievements in terms of the four themes of the National Strategy for Vocational Education and Training: Greater Responsiveness; Enhanced Quality; Improved Accessibility; and Increased Efficiency. The Commonwealth has also provided information on Commonwealth initiatives in vocational education and training.

This volume is a comprehensive picture of the achievements for 1996. It highlights the amount and quality of work which has taken place across Australia, and the high level of co-operation between systems and the people within them.

Further information about the material contained in this volume can be obtained by contacting the relevant State Training Authority or the Commonwealth Department of Employment, Education, Training and Youth Affairs.

[1] This report provides information about Australia's vocational education and training system. Information about ANTA (the Australian National Training Authority) is provided in the ANTA Annual Performance Report.

Email MD Mr John Hanna, Senator Vanstone, Email Apprentice of the Year, Mr Gordon Tirehidis, and Manager - Training & Development, Mr Bryan Jones.

INTRODUCTION

The Commonwealth supports the Australian National Training Authority to develop and maintain, in conjunction with the States and Territories, a national vocational education and training system which has nationally agreed objectives, strategies and planning processes.

The Commonwealth contributes to the development and reform of the national vocational education and training system through representation on committees and working groups established under the auspices of the ANTA Ministerial Council (MINCO), the ANTA Board and ANTA CEOs.

A total of $880.737 million was legislated by the Commonwealth for recurrent and capital funding and national projects in 1996. This represented approximately 30% of total public funding for the vocational education and training sector. Growth funds of $70 million were provided to support increased participation. The Commonwealth provided $37.845 million for National Projects which were undertaken by the Commonwealth, States and Territories, individually or cooperatively, on behalf of the national system.

In 1995-96, the Commonwealth allocated $84.330 million for ANTA National Programs to support activities consistent with national priorities. In 1996-97, $73.9 million has been allocated. In addition, the Commonwealth provided $254.6 million through the Department of Employment, Education, Training and Youth Affairs (DEETYA) in 1995-96 to support vocational education and training, particularly entry-level training. In 1996-97 $350 million has been allocated for DEETYA programs.

ACHIEVEMENTS IN 1996

REFORM OF THE APPRENTICESHIP AND TRAINEESHIP SYSTEM

In 1996, the Commonwealth initiated wide-ranging reforms to apprenticeships and traineeships with the aim of expanding training opportunities, particularly for young people and for small and medium sized businesses. These measures will increase the competitiveness of Australian enterprises by enhancing workforce skills.

The reforms involve the cooperative effort of Commonwealth, State and Territory Governments, business and industry.

A package of measures is being implemented to support new apprenticeship and traineeship opportunities, expanding traineeships and apprenticeships beyond traditional occupations into new industries to take advantage of growth and employment potential. These measures are designed to simplify the delivery of training and make it more responsive to business needs. In the 1996-97 Budget, the Commonwealth provided $207 million over four years to modernise apprenticeship and traineeship arrangements. This included funding to expand vocational education and training in schools, expand group training arrangements, develop entry-level training support services and establish an Access Program to provide preliminary training that leads to apprenticeships and traineeships.

Vocational Education and Training in Schools

The 1996 Commonwealth Budget allocated $187 million over four years to expand vocational education and training in schools. Priorities include:

- the development and implementation of part-time apprenticeships and traineeships in schools;

- increasing the number of vocational education and training opportunities available to school students; and
- expanding school-based vocational education and training programs into new industries and occupations.

$23 million over four financial years was allocated for the expansion of accredited vocational education and training courses in senior secondary schools:

- two thirds of this funding will be available under the State component to increase the participation of personnel from business, industry and the VET sector; and
- the remainder will be available for strategic initiatives.

$80 million of ANTA funds are to be allocated over four years to School Authorities for the delivery of programs which contribute to the expansion of vocational education in schools. Priorities include the development of school-based apprenticeship and traineeship arrangements, support for innovative activities and the consolidation of projects which have shown initial success.

Funding has been allocated to the Australian Student Traineeship Foundation (ASTF), which supports the establishment, implementation and improvement of school-industry programs for students in Years 11 and 12, providing pathways for young people to make the transition from school to work. Base funding of $10 million per annum was continued, and additional funds of $7.5 million in 1996-97, rising to $10 million in 1997-98 and 1998-99, will be provided for work placement coordinators.

The Jobs Pathway Program funds brokers to establish and support employment placements for students who have completed senior secondary vocational programs within their local area. The brokers also provide career and industry advice, facilitate career education activities and publicity materials for schools, students and employers, and address training and employment access and equity issues. Funding has been increased to $2.9 million in 1996-97 and $3 million in 1997-98. A selective tender process was undertaken in November 1996 to contract Brokers to provide assistance to 1996 school leavers. Some 42 brokers were contracted in 40 regions across Australia to provide placements for up to 5,000 school leavers.

Pre-vocational training

Pre-vocational training provides young people, particularly those disadvantaged in the labour market, with the general and vocational skills needed to make a successful transition to vocational education, training and employment.

Under the Pre-vocational Places Program the Commonwealth is providing $32.5 million in 1996-97 to State and Territory training authorities, private providers and Group Training Australia to provide accredited pre-vocational training courses of up to six months duration.

From 1 January 1997, the Pre-Vocational Places Program will be replaced by the Access Program. The Access Program provides pre-apprenticeship and pre-traineeship assistance for people who are disadvantaged in the labour market and need preliminary training before they can successfully participate in an apprenticeship or traineeship. While the Access Program provides for places in similar short vocational courses to those that were covered under the Pre-Vocational Places Program, assistance is more tightly targeted.

New Apprenticeships through Group Training Expansion

The New Apprenticeships through Group Training Expansion is a 1996 Commonwealth Budget initiative to increase the employment opportunities for apprentices and trainees. Under this initiative, funding is available for organisations that offer multiple work placement opportunities especially for young people in small business using the New Apprenticeships flexible employment arrangements.

Industrial Relations Reforms

The introduction of the federal *Workplace Relations Act 1996* provides opportunities for the expansion of new traineeships and apprenticeships and includes special provisions relating to training wages. The Act preserves wage arrangements for existing apprenticeships and traineeships. The new industrial relations arrangements for apprentices and trainees are intended to complement reforms to the vocational education and training system, which aim to simplify the delivery of training and to make it more flexible and responsive to business needs.

Employers and workers will be able to access the new apprenticeships and traineeships through both the award and agreement streams.

In relation to awards, the Act requires the Australian Industrial Relations Commission, when making or reviewing awards, to have regard to the need to support training through the inclusion of appropriate trainee wage arrangements.

For agreements, the Act sets out how minimum wages will be established which are appropriate for new apprenticeships and traineeships under Certified Agreements and Australian Workplace Agreements.

These reforms will ensure suitable industrial relations arrangements are available for more flexible training arrangements as they are developed. This will be particularly important for:

- varying the mix of work and training;
- introducing flexibility into the duration of apprenticeships and traineeships;
- establishing part time arrangements; and
- introducing competency based progression through wage levels.

For new apprenticeships and traineeships, where an appropriate rate of pay under the award does not exist, the minimum wage will be the most relevant award rate adjusted for time spent in training. Establishing training wages in this way draws directly on existing rates of pay and uses precedents endorsed by the Australian Industrial Relations Commission for discounting wage rates for time spent in training. This principle underpins the wage rates in the National Training Wage Award 1994. Other minimum conditions of employment for apprentices and trainees will be the same as the rest of the workforce.

The mix of training and productive time for each type of traineeship and apprenticeship will be determined by an "approving authority". An approving authority will be declared under the *Workplace Relations Act 1996* by either the Commonwealth Minister in the Employment, Education, Training and Youth Affairs portfolio and may be State Training Authorities, Industry Training Advisory Bodies, or other bodies which meet criteria set out in a Regulation under the Act. An approving authority may also determine new criteria, such as competency-based, which can be used to regulate the progression of trainees and

apprentices through the wage scale in awards. Existing progression criteria are usually age for trainees or juniors and time-served for apprentices.

Wage Top Up

The Wage Top-Up Scheme was announced in the 1996-97 Budget to provide a supplement to the wages of full-time apprentices and trainees in situations where their wages might fall below the minimum levels established under the Scheme as a result of their increased training time.

To be eligible for the wage top-up scheme, a full-time apprenticeship or traineeship must: involve training in accordance with the national framework of competency standards; the mix of work and training must be appropriate and undertaken within a reasonable timeframe; and the employer must meet the full cost of any productive work.

Dr David Kemp, Minister for Schools, Vocational Education and Training.

COMMONWEALTH VOCATIONAL EDUCATION AND TRAINING PROGRAMS

Entry Level Training Programs

Apprenticeships and traineeships provide broad-based, structured entry level training, particularly for young people, and the opportunity for them to progress to permanent employment, including trade positions, a worthwhile career or further education and training. Support for apprenticeships and traineeships is provided through employer incentives, the Living Away from Home Allowance (LAFHA), fares assistance payments and the Disabled Apprentice Wage Support (DAWS) program.

Employer Incentives

Employers who employ an apprentice or trainee under a contract of training are eligible to apply for financial incentives to increase and maintain the number of apprentices and trainees in training. Incentives were revised in 1996, including revised commencement payments, a progression payment to encourage achievement of higher skill levels, and a bonus payment for additional trainees and apprentices recruited. In 1995-96 expenditure for apprenticeships was $75 million, and for traineeships, $74 million.

Disabled Apprentice Wage Support (DAWS)

The Disabled Apprentice Wage Support (DAWS) program is available to employers who indenture a person who has been assessed as having a disability, as an apprentice in an approved trade. DAWS may be provided for up to the duration of the apprenticeship and extra help may be granted to allow necessary workplace modifications or the hire or purchase of special equipment, tutorial assistance or interpreter services. In 1995-96, program expenditure reached $3.2 million.

Other entry level training support programs expenditure in 1995-96 included payments of $6.9 million for the Living Away From Home Allowance, to support first year apprentices and trainees who were required to live away from home to obtain or remain in their apprenticeship. Payments of $300,000 were made under the Special Assistance Program to provide income support to 585 unemployed apprentices and trainees, to encourage them to attend TAFE colleges or other approved training facilities, to complete the theoretical component of their apprenticeship or traineeship.

NETTFORCE and the Industry Training Companies (ITC)

The National Employment and Training Taskforce (NETTFORCE) was established in 1994 to encourage and facilitate an increased commitment to entry level training by business and industry. To support the objectives of NETTFORCE, Industry Training Companies (ITC) have been established in 24 industry sectors. In addition, funding is provided to support a number of small business projects and sports group training companies and the Aboriginal and Torres Strait Islander Training Company. NETTFORCE is managed on a day-to-day basis by a Secretariat based in Melbourne and reports to a Board of high profile business and community leaders.

Funding of $4.4 million was provided to NETTFORCE in 1996 to support the network of ITCs in promoting and marketing traineeships. Additional funding of $1.1 million was made available for the operation of the NETTFORCE Secretariat. A funding package of up to $13.5 million will be provided to NETTFORCE during 1996-97 to cover both the operational funding requirements and the promotional and marketing funding requirements.

Traineeship Employer Assistance Program (TEAP)

In late 1995, NETTFORCE was contracted to administer the Traineeship Employer Assistance Program (TEAP). The program offers a free training advisory service to employers undertaking structured on-the-job training in a number of traineeships. The service is delivered by registered training providers and group training companies who are paid up to $1,000 for providing advice to an employer over the period of the traineeship.

Funding of $479,500 from ANTA National Projects was provided to NETTFORCE in 1996 for the administration of the program and payment of training providers. A total of 1,299 employers accessed TEAP services during the year. An independent evaluation of TEAP in November 1996 concluded that the service was "performing well" with no outstanding service issues.

The original contract was extended to 30 November 1997 using ANTA National Project funding and DEETYA funding.

English Language and Literacy - ANTA Adult Literacy National Project

During 1996, $2.5 million was allocated to the ANTA Adult Literacy National Project managed by the Commonwealth, which continued to support initiatives for the implementation of the *National Collaborative Adult English Language and Literacy Strategy* and Commonwealth programs. National professional development, research, evaluation and flexible delivery strategies were also developed in 1996. Details on 1996 projects have been included in Volume 1 of the 1996 Annual National Report.

Workplace English Language and Literacy

The aim of the Workplace English Language and Literacy Program (WELL) is to provide workers with English language and literacy skills that are sufficient to enable them to meet the demands of their current and future employment and training needs. Projects assist the delivery of workplace-based English language and literacy training activities; the development of English language and literacy resources; and facilitate national strategic activities within particular industries. In 1995-96 funding of $11.7 million was used to support over 250 WELL

projects to provide training in more than 1,000 workplaces to over 45,000 workers. Similar outcomes are expected in 1996-97.

Reports from WELL funded activities reveal a high level of satisfaction with the outcomes achieved. Comments indicate that many participants graduate from WELL funded language and literacy activities with sufficient competence and confidence to undertake further training. Benefits to participating enterprises include enhanced workplace communication and improved team work. Evidence from research into the impact of literacy and ESL training in the workplace conducted during 1995-96 established direct links between language and literacy training and cost savings in the workplace.

National Skill Shortages

The National Skills Shortages Program aims to minimise the effects of current and emerging skills shortages through the provision of short term skills training to the existing workforce and suitably qualified unemployed persons. Expenditure for 1995-96 was $4.4 million.

Training Project Grants

This program includes the Curriculum Materials and Development and Recognition of Prior Learning allocations.

In 1995-96 $2.46 million was spent on development of curriculum and training resources to support vocational training reforms such as competency-based training, flexible delivery, assessment and the recognition of prior learning. Some 54 new projects were funded. These projects covered a broad range of industries and included the development of materials to support the National Training Wage (NTW) Traineeship initiative. They specifically targeted funds towards small business, disadvantaged groups and industries where there is little or no structured entry level training, for example telecommunications, information technology, the retail and recreation sectors, child care and waste management.

The focus on small business resulted in the development of a number of generic Traineeship packages able to be used on-the-job by the employer.

DEETYA and NETTFORCE developed a Traineeship Information Package which advised employers how and under what conditions they could take on trainees and on workplace assessment. Over 20,000 of each of these packages were circulated. They were well received by small and medium enterprises, private and public trainers and the Commonwealth Employment Service.

Other projects addressed access and equity issues for Aboriginal and Torres Strait Islander people, rural and remote communities, disabled and home-based workers and women. These projects developed or modified existing curriculum into a competency-based format suitable for flexible delivery, developed assessment tools and provided advice or assistance on the recognition of prior learning, language, literacy or numeracy problems.

Funding for Recognition of Prior Learning is project based and is designed to facilitate and encourage industry involvement in recognition of prior learning initiatives. A total of 18 projects commenced in 1995-96 with a total expenditure of $950,000.

Boral Construction Materials were involved in a major enterprise-based project. Company staff, through action learning, developed national enterprise recognition arrangements in partnership with TAFEs in three States. Other companies will benefit from Boral's experience through the publication of the evaluation of the project.

The outcomes of another project specifically highlighted the benefits of recognition of prior learning for industry, trainers and individuals. The project, which examined what was working in Australia, resulted in easily accessible magazine type material in addition to more detailed 'how to' information.

Small Business Best Practice Program

DEETYA provided funding to States and Territories to develop, trial, implement and document best practice professional development models for small business training at the regional and local levels. Funds were also used to disseminate and adapt these best practice models, and to strengthen interstate collaboration. Funding also included provision for a formative evaluation.

In 1995-96 $1.85 million was allocated among all States and Territories. Some projects have targeted small business operators and employees from non-English speaking backgrounds (WA), those in isolated, coastal and indigenous communities (Qld, NT, WA) and women (ACT, NSW). Other approaches are based on specific industry sectors or small business clusters (SA, WA, NSW, Tas, Vic).

The approaches have included institution based training, on-the-job training, flexible delivery methods including the use of the internet, workplace assessor training, the recognition of prior learning and other adult learning approaches. A variety of networking and mentoring approaches were also trialed. Projects were also undertaken in cooperation with industry and business associations, government departments, public and private training providers and other community associations.

States and Territories are collaborating on the further development of projects and exchanging findings on good practice and continuous improvement. A committee comprising DEETYA, and some States and Territories has been formed to develop a dissemination strategy.

A formative evaluation, managed by Victoria on DEETYA's behalf, was established to assess the progress of the 1996 projects. This will report in September 1997 and provide input to the further development of best practice models.

Vocational Education and Training Small Business Initiatives

In 1996, two small business projects, funded under 1995 ANTA National Projects, were completed. The first project had an allocation of $70,000 and identified the skill requirements of small business women to increase their potential to take on employees. The project was managed by the Western Australian Department of Training.

The second project, allocated $290,000, examined a number of issues in relation to the New Enterprise Incentive Scheme (NEIS), including development of very useful NEIS curricula materials in the following areas:

- NEIS Small Business Management Training - A Guide to Delivery;
- Preparatory Small Business Training;
- NEIS Training in Rural and Remote Areas;
- Quality Framework for NEIS Business Mentors;
- NEIS Training Video; and
- NEIS Promotional Video.

This project was completed in late 1996 and identified a number of findings which will assist in improving delivery of the NEIS curriculum and aiding access and participation in the Scheme.

PLANS FOR THE FUTURE

MARKETING OF NEW APPRENTICESHIPS

The marketing of New Apprenticeships will be guided by a national strategy managed by DEETYA over the next three years, commencing in 1997, and endorsed by the Commonwealth/State Committee for Modern Apprenticeships and Traineeships which reports to the ANTA Ministerial Council. Initial marketing will focus on servicing employers as the priority audience. Young people will be targeted as the marketing effort continues.

ENTRY LEVEL TRAINING SUPPORT SERVICES

In the 1996 Budget, the Commonwealth announced the establishment of an Employment Services market allowing the provision of a variety of Commonwealth services, including Entry Level Training Support Services (ELTSS), by a competitive tender process managed by DEETYA.

The objective of Entry Level Training Support Services is to provide a 'one stop' integrated support service for apprenticeships and traineeships. This will streamline support services and save employers, apprentices and trainees time and effort and lead to an increase in the number of apprenticeships and traineeships.

The Commonwealth will contract Entry Level Training Support Services providers who are able to meet the needs of employers, industry and prospective apprentices and trainees. The services to be provided will include:

- providing information to employers, apprentices and trainees on apprenticeships and traineeships;
- marketing and promoting apprenticeships and traineeships locally;
- administering apprenticeship and traineeship support services (including processing Commonwealth program payments) to employers, apprentices and trainees;
- working as appropriate with State and Territory training authorities to provide a one stop integrated service for employers, apprentices and trainees; and
- establishing an effective relationship with other Employment Service providers contracted by the Commonwealth, training providers, schools and other organisations to help people get apprenticeships and traineeships, and working closely with Labour Exchange service providers contracted by the Commonwealth.

ELTSS and other Commonwealth services will be delivered through the Employment Services market from May 1998. From March to November 1997, a series of demonstration projects will be run jointly between the Commonwealth, States and Territories to test the effectiveness of joint one-stop-shop arrangements to inform the ELTSS tender process and assist States and Territories to form a view on how they might deliver their support services in the future.

INTRODUCTION

OVERVIEW OF THE NEW SOUTH WALES SYSTEM

NSW has the largest vocational education and training system in Australia. With public expenditure on vocational education and training exceeding $1.2 billion in 1996, approximately 89.6 million contact hours were delivered to over 450,000 students. Employer training expenditure in NSW exceeds $1 billion per annum.

Within NSW, the Board of Vocational Education and Training (BVET) has responsibility for preparation of the State Training Profile and advising the Minister on state vocational education and training matters, including the allocation of resources, in the context of national and state priorities.

The Department of Training and Education Co-ordination (DTEC) is responsible for vocational education and training in NSW. Its primary role is to lead and co-ordinate education and training policy, planning and resource allocation in NSW so that individuals, the community and industry achieve high quality and equitable education and training outcomes. The department is also the NSW government's primary source of cross-sectoral policy, planning and resourcing advice on education and training matters. Its role necessitates extensive liaison with educational providers such as universities, government and non-government schools, the NSW TAFE Commission, private training providers, community groups, industry and students.

In developing the State Training Profile for the Board, DTEC receives input from a range of stakeholders, with the major source of industry advice being the NSW Industry Training Advisory Body (ITAB) network. There are twenty ITABs in NSW, their coverage determined by a review conducted in 1995. Advice is also sought from the research and program management areas of the department, community groups, the schools sector, other government departments, and training providers.

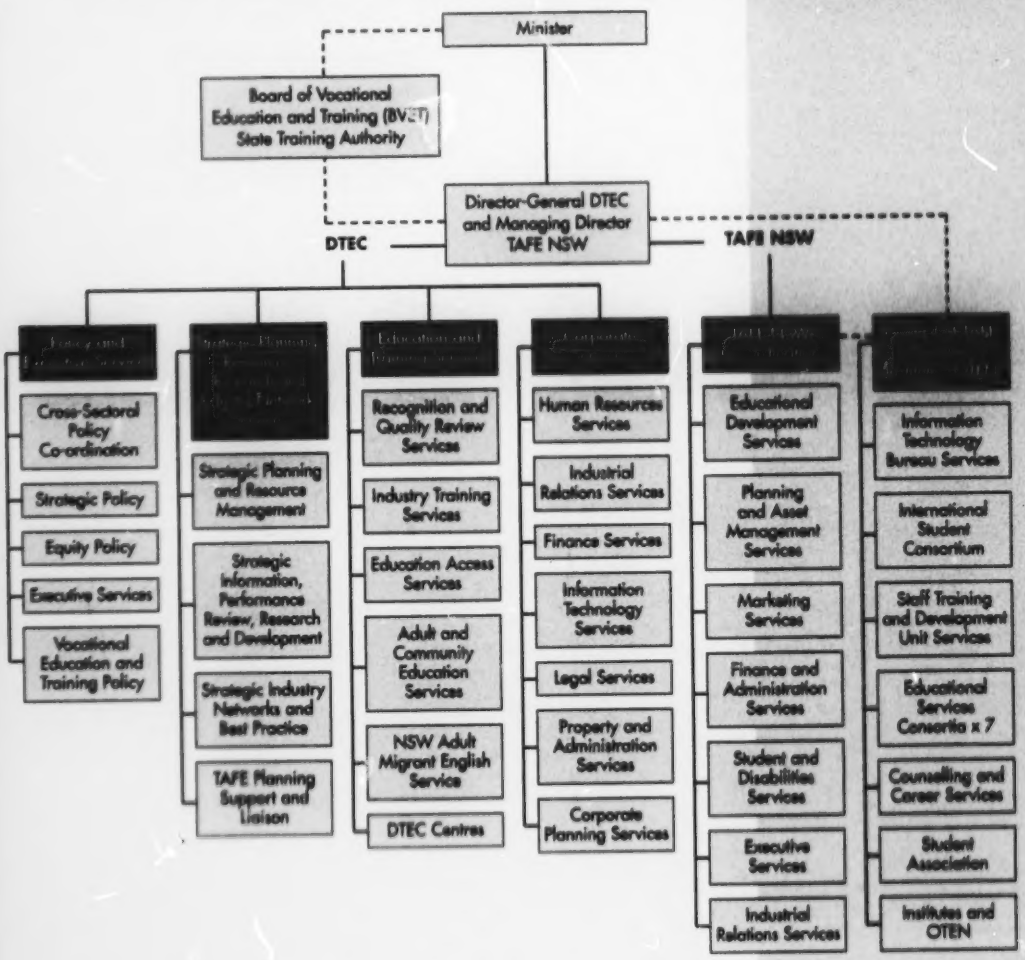
TAFE NSW is the principal public provider of vocational education and training in NSW and the single largest supplier of workforce training in Australia. With a structure of 12 Institutes and seven Educational Services Consortia, TAFE NSW meets vocational training needs from prevocational level to AQF Level 6 across almost all industry and occupational categories.

Other major public providers in the NSW vocational education and training system are NSW Adult Migrant English Service (AMES) and NSW Agriculture. The Adult and Community Education (ACE) Sector also has a substantial vocational education and training program in metropolitan and rural NSW, with 57 ACE providers being registered training providers.

A substantial proportion of public funds were distributed through competitive mechanisms to private, community and industry training providers in 1996.

In 1996, BVET and DTEC, in collaboration with industry, focused on creating a skilled, innovative and technologically advanced workforce, developing a world class vocational education and training system to position the State in global markets, support industry developments and enhance NSW's competitiveness, and meeting the vocational needs of individuals and the community. Implementation of 1996 priorities of the National Vocational Education and Training Strategy drove the major initiatives within the vocational education and training sector to achieve the State's key objectives.

DEPARTMENT OF TRAINING AND EDUCATION CO-ORDINATION - ORGANISATIONAL CHART



ACHIEVEMENTS IN 1996

GREATER RESPONSIVENESS

NSW is continuously improving the responsiveness of its vocational education and training system to the needs of industry, the community and individual students. Improvements in responsiveness in 1996 were gained through ongoing development of the competitive training market, initial work towards the reform of traineeships and apprenticeships under the principles of New Apprenticeships, implementation of new co-operative approaches to training delivery, improved industry advice, and the implementation of the new industry-led curriculum planning and resource allocation model.

Plastering apprentices at work.

Development of the VET Market

BVET and the NSW TAFE Commission Board conducted consultations with a wide range of stakeholders in August 1996 to establish a State policy framework for the development of the vocational education and training sector and TAFE in a competitive environment. The collaboration between the Boards demonstrated a strategic and coordinated approach to fostering the competitive environment for training with the aim of achieving a more client oriented system. A framework of principles and objectives for the development of the vocational education and training sector, *Growth and Flexibility: The Development of Vocational Education and Training and the Role of TAFE NSW within a Competitive Framework*, was approved by the Minister for Education and Training in December 1996 for release by the Chairs of both Boards in early 1997.

NSW continued to expand the diversity of the training market throughout 1996 by increasing the proportion of funds available for open competition. A total of $23.5 million was allocated through competitive mechanisms in 1996. This included growth funds received from ANTA, tendered through the Contracted Training Provision (CTP) program. It also included funds allocated through the User Choice Pilot Program in 1996.

The number of approved providers eligible to access funds on the open training market increased from 151 to 261.

Funds available on the open training market in NSW during 1997 will be allocated more flexibly to better meet industry need, by allowing the purchase of modules of training under the DTEC Approved Provider Model. The Approved Provider tendering model will also be extended in 1997 to provide responsive training in the building and construction industry in NSW, in the lead up to the 2000 Olympics.

The establishment of a new industry-led training curriculum planning and resource allocation model in 1996, will enhance responsiveness to industry and maximise access to NSW Crown copyright curriculum (syllabus documents). Under the new arrangements, a strategic framework has been established for vocational education an ! training curriculum. $2.7 million has been allocated for curriculum development and maintenance, with curriculum development funds being allocated through competitive tendering, for projects aligned with industry priorities, identified in the 1997 State Training Profile. New pricing and distribution arrangements will maximise access to curricula within NSW.

Industry Training Advice

Industry Training Advisory Bodies (ITABs) are NSW's primary source of advice on the training needs of industry. ITABs and other industry representatives also have a strong presence on Boards, Advisory Committees and consultative bodies providing advice on NSW vocational education and training requirements.

In 1996, ITABs made a major contribution to the development of the 1997 State Training Profile and had a key role in the development of the new vocational education and training curriculum arrangements in NSW. In December 1996, NSW ITABs submitted Industry VET Plans that set the strategic directions for industry in vocational education and training for the three years to 2000. They also provided detailed information on industry training requirements in the short and long term, and major skills needs and conditions that will impact on training provision. These plans will provide the basis of industry input to the State's vocational education and training planning process.

Sydney 2000 Olympics and Paralympics

Addressing Olympic training needs in the lead-up to the 2000 Olympics and Paralympics was a major priority for DTEC in 1996. The DTEC Working Party for Vocational Education and Training and the 2000 Olympics was established in 1995 to monitor training issues and advise the Minister and Director-General on implications for vocational education and training planning. In 1996, three reports were released: *Vocational Education and Training for the 2000 Olympic Games, Tourism VET Needs for the Games of the XXVII Olympiad and the Training Strategy for the Building and Construction Industry 1997-98.* The development of Olympic training strategies, in consultation with industry and Olympic agencies, commenced in 1996 with the Training Strategy for the Building and Construction Industry, which was released by the Minister in December 1996. Olympic Strategies to be developed in 1997 include the Tourism industry, Sports Officials, Languages, and participation of Indigenous Peoples.

Building and Construction Industry

One of the major initiatives for 1996 was the development of the Training Strategy for the Building and Construction Industry 1997-98, in response to the Premier's allocation of $10 million for training and reskilling in the industry, in the lead up to the 2000 Olympics. The strategy was based on a comprehensive, integrated approach to addressing the current and emerging training needs and skills shortages in the industry, and involved extensive consultation with industry and unions. In a complementary initiative, Olympic Skills Centres for the Showground, Stadium and Village are to be established at the Olympic site at Homebush Bay in 1997, to facilitate the delivery of training and related services on-site. As well as addressing the immediate training needs of the industry through the provision of short-term targeted training, long-term training needs are to be addressed through traineeships, apprenticeships and other programs. The training strategy will provide an exceptional opportunity for skill development which will bring long-term benefits to the industry.

Provider Initiatives

TAFE NSW

TAFE NSW is the single largest provider of workforce training in Australia. TAFE NSW has been successful in establishing a range of co-operative arrangements with industry, universities, schools, the ACE sector, other providers, community groups, other TAFE systems, government agencies and overseas countries in order to meet customer needs and enhance educational

opportunities. Throughout 1996, TAFE NSW continued to expand the diversity of training and delivery methods to maximise customer responsiveness. The following examples illustrate TAFE NSW's expertise in customising courses and delivery to respond to the training needs of industry bodies and enterprises:

- TAFE NSW developed courses for the NSW Fire Brigade in 1996 to enable the Brigade to introduce a uniform rank structure, allowing fire fighters to move from one fire service to another, both within NSW and other states. The courses, which use the Internet to access information, give recognised qualifications and pathways for personnel in the NSW Fire Brigade, the Federal Government's Fire Fighting Services, private industry and NSW Bush Fire Services. The courses were developed in co-operation with the Australian Fire Authorities Council, the United Fire Fighters Union and State and Territory Fire and Bush Fire Brigades.
- Western Sydney Institute of TAFE, in partnership with St Mary's Chamber of Commerce and Industry, undertook market research to identify the training needs of small business in the area. One of the outcomes has been the establishment of a 'Training for Business' work team between the Chamber and Mt Druitt College, with course offerings being developed on the basis of local need.
- Riverina Institute of TAFE, in partnership with the Forest Industry Council (Southern NSW) provided workplace delivery and workplace assessor training in the Riverina area. A similar partnership was established with State Forests of NSW.

ACE Initiatives

With the majority of ACE vocational education and training providers being located in rural and regional areas of NSW, the sector is well positioned to deliver accredited training to rural and isolated communities and to small businesses in these localities.

The AGB McNair Customer Satisfaction Survey, commissioned by the Board in 1996, revealed that nearly one in three of all ACE clients were from the 'Small Business' sector (ABS definition) and nearly one half (46%) of all employed ACE clients were from small business. The survey also showed that ACE clients from small business are repeat users of ACE, with nearly 75% having previously done one or more courses. Perhaps the most significant finding was that 72% of ACE small business clients said they were satisfied or extremely satisfied, that the ACE courses undertaken did, in fact, provide new skills or knowledge for work.

QUALITY

Best Practice and Quality Assurance

Implementing best practice and quality assurance is a major focus for NSW activity, both within the vocational education and training sector and DTEC. The development of the quality framework for the vocational education and training sector was a key initiative in 1996, and was complemented by DTEC's involvement in a range of other quality initiatives. The framework is based on the Australian Quality Council framework categories and underpinned by the nationally agreed Principles for Quality in VET. Extensive consultation with industry and providers informed the development of the framework, with the implementation of the framework being identified in the 1997 State Training Profile as a major priority for 1997. The emphasis on quality assurance and best practice within the NSW vocational education and training sector is illustrated by the variety of quality initiatives undertaken in 1996, a number of which received national recognition and international acclaim.

Quality Initiatives

The provision of quality services has also been a major focus for the State Government. DTEC, with other NSW government agencies, is undertaking an Australian Quality Council guided self-assessment. A benchmarking program is also being established to monitor and improve performance across all State Government agencies. This will complement the implementation of the Quality Framework for the vocational education and training sector.

DTEC established a DTEC Quality Council to oversee and guide quality and best practice within DTEC/TAFE, to ensure continual improvement in administration of vocational education and training in NSW. In 1996, DTEC also undertook a range of activities to promote Best Practice and further expand Best Practice networks and information systems.

On-the-job Training

The DTEC Professional Development Program supports industry and enterprises in providing quality training for apprentices and trainees, through professional development activities for workplace trainers and assessors. These activities largely include accredited training in workplace training, assessment or mentors. The focus of the program is in supporting workplace delivery of training. In 1996, 18 programs were funded across a wide range of industry sectors. These resulted in the training of more than 1,100 trainers and assessors.

Tenders were let during 1996 for the Small Business Professional Development Strategy, with three models of professional development selected for piloting during 1997.

National Best Practice Projects

DTEC again managed the ANTA National Project: *Promotion of Best Practice*, and continued to publish the National Best Practice Newsletter (now five issues), with the final issue of 1996 featuring the ANTA National Training Awards. DTEC also managed the ANTA National Project: *Demonstrating Best Practice* which funded 21 projects to inform vocational education and training stakeholders of examples of Best Practice. Project managers used a broad range of communication methods including workshops, site visits, video, CD ROM and conferences. A special workshop was held on projects promoting best practice relating to training and Aboriginal and Torres Strait Islander people.

Resource Kit

The Best Practice Resource Kit was distributed by DTEC to 500 sites across Australia. The kit included a publication developed by DTEC *1996 Quality Initiatives and Best Practice in Public Training Providers Case Studies*. This featured activities being undertaken in NSW and some other States. This kit will assist organisations seeking to start out in the quality journey or initiate best practice approaches.

National Quality and Best Practice Seminar

NSW hosted the National Quality and Best Practice Seminar where 150 participants from all States and Territories and all segments of the vocational education and training sector were given an overview of State and Territory developments and initiatives in the area.

Other Best Practice Initiatives

The Best Practice Breakfast Forums organised by DTEC were again very successful in 1996, with continuing high attendance at Forums and exceptional presenters. The DTEC Best Practice Network also continued to thrive, with well over 300 members who regularly received relevant information, and many attending network meetings, where members spoke about best practice initiatives within their organisations.

ANTA Provider of the Year Award

TAFE NSW's commitment to quality and the highest standards in the delivery of products and services was acknowledged nationally when South Western Sydney Institute of TAFE won the inaugural ANTA Training Provider of the Year Award. This Award, for commitment to improving access and equity outcomes for students, reflected the value placed by TAFE NSW on the provision of services to its clients.

Quality Assurance Management System

During 1996, TAFE NSW put in place a quality assurance management system based on the joint Australian/New Zealand Standards AS/NZ ISO 9001/9002 and established quality standards and guidelines for all aspects of its operations.

In 1996, the TAFE NSW Training Divisions (now incorporated in the Education Services Consortia structure) achieved quality assurance standards to the International Standards Organisation's Standard ISO 9001. This standard certifies TAFE NSW's timely, competitive and cost-effective development of programs and services, in line with the needs of external and internal clients.

TAFE Quality Awards

TAFE NSW holds TAFE Quality Awards annually to encourage and recognise the achievements of staff work teams in TAFE NSW. The 1996 winners included Northern Sydney Institute of TAFE, for improvements to its library service, and Southern Sydney Institute of TAFE's Bankstown College, for introducing flexible delivery methods.

International Success

A team of apprentices from Western Institute of TAFE represented Australia at the 1996 Culinary Olympics in Berlin in September 1996, and won an Individual Gold Medal, a Team Bronze Medal and the highest score ever achieved by an Australian Youth Team.

Recognition of Prior Learning

In 1996, TAFE NSW granted over 173,000 recognition of prior learning (RPL) approvals in relation to subject credit transfers, equivalences and exemptions. TAFE teachers were supported by a kit prepared by the Information Technology Training division, advising students how to perform a self-test on a computer, before making formal application for RPL.

ACE Quality Strategy

The ACE Quality Strategy was launched in June 1996 and 23 familiarisation workshops were conducted for providers throughout the state. A Quality Handbook was prepared and distributed to help providers in assessing quality

practices and for planning quality improvements. 1996 also saw the introduction of quality criteria into the ACE Vocational Education and Training funding program. For ACE vocational education and training providers, a formal commitment to the ACE Quality Standard was a prerequisite for ACE vocational education and training funds. Main providers will be required to make a formal commitment to the ACE Quality Standard and establish quality management practices.

ACE Tutor Training

An important component of the ACE sector's quality assurance commitment is the ACE Tutor Training initiative with approximately 300 ACE tutors undertaking this nationally recognised training in 1996.

ACE Flexible Delivery

The Board of Adult and Community Education funded the training of RPL consultants for all 15 regions in NSW, to establish RPL systems for flexible delivery. RPL Assessor Training was due to commence in each region in early 1997. The implementation of RPL systems in ACE was greatly assisted through the ANTA Best Practice project: *RPL Made Easy for ACE* undertaken in partnership with Manly Warringah Community College and WEA Illawarra.

NSW Adult Migrant English Service (AMES)

NSW AMES hosted a Best Practice Forum for the Association of Teachers of English to Speakers of Other Languages (ATESOL). All sectors of the TESOL industry were represented, including the Department of School Education, TAFE NSW, NSW AMES and private providers. Workshops and case studies focused on best practice in areas such as curriculum renewal and teaching methodology.

NSW AMES's 1996 best practice activity was supported by the release of their *Skillmax Best Practice* publication in 1996, which highlighted the benefits for students and employers of participating in the Skillmax Program, and included examples of best practice in vocational education and training programs for skilled migrants.

During 1996, NSW AMES put in place a quality assurance management system with the objective of obtaining AS/NZS ISO 9001 accreditation by the end of 1997.

Recognition of Training

In 1996, NSW efforts in recognition focused on increasing the number of accredited courses and registered providers, and improving Recognition of Prior Learning and credit transfer mechanisms. In 1996, VETAB accredited 965 courses and registered 284 providers. This brought the total number of courses accredited at the end of 1996 to 2,013 and the total number of providers registered to 643.

NSW has sought to address the issue of recognition for training delivered on-the-job through the contract of training framework. In 1996 DTEC was registered as a training provider, to ensure the on-the-job traineeship categories, Office Administration Certificate III and Small Business were delivered within the recognition framework. Support strategies will be introduced to support the training provider role, including an induction checklist and improved information for employers.

Film and television production students

VET in Schools

Cross sectoral recognition advanced considerably in 1996. DTEC facilitated agreement to a recognition system in 1996, to give advanced standing in traineeships and apprenticeships to those students successfully completing vocational Higher School Certificate courses, in the areas of Retail, Metal and Engineering and Office Skills. Negotiation of similar arrangements for other vocational courses continues.

The Board of Studies collaborated with TAFE NSW to issue the CD-ROM *Make it Count*, which provides details of credit transfer provisions from some 40 Higher School Certificate courses, towards further vocational education and training courses in TAFE. This information was also placed on the World Wide Web.

All Joint Secondary Schools TAFE courses now provide credit towards post-school vocational education and training, offered by TAFE NSW. Three such courses contribute towards the Tertiary Entrance Rank.

Students have improved access to accreditation and credit transfer into vocational education and training courses, through work done on a number of Joint Secondary Schools TAFE (JSSTAFE) courses. An increased number of these courses now include dually accredited (vocational education and training and schools sector accreditation) modules.

Collaborative work also continued on curriculum in the vocational education and training and schools sector. Dually accredited curriculum now exists in Hospitality, Retail, Metal and Engineering, Office Skills, Building and Construction, Rural Industries, Furnishing and Electronics.

IMPROVED ACCESSIBILITY

There was a major emphasis in 1996 on improving client access to the NSW vocational education and training system. Key areas targeted for 1996 were the establishment of a new regional departmental structure, cross sectoral initiatives, flexible delivery, increased entry level training, access and equity strategies, and User Choice.

DTEC Regional Structure

DTEC established 11 new DTEC Centres, which will provide industry and the community with a single contact point for information, advice and assistance on all matters relating to vocational education and training. Vocational education and training stakeholders will have access to advice and information regarding state training priorities, programs and services and substantial input to the development and operation of training in regional NSW.

Cross-sectoral Initiatives

A major achievement in 1996 was agreement for a new South Coast Joint Educational Precinct, to be established by the University of Wollongong and TAFE NSW at West Nowra. This major cross-sectoral initiative is designed to improve access to both vocational education and training and higher education on the South Coast. The West Nowra campus will be the hub for Access Centres at Batemans Bay and Bega, with the latter development also involving the Department of School Education (DSE). The Access Centres will be linked electronically to the West Nowra campus, and the main campus at Wollongong. The new educational facilities will provide training in growth industries, such as tourism and hospitality, business studies, community services, eco-tourism and

environmental and resource management. DTEC played a major co-ordination role with the university, TAFE and DSE and successfully negotiated with the Commonwealth for $6.72 million in higher education capital development funds for the facility.

Flexible Delivery

Industry advice continued to emphasise the importance of flexible delivery in the NSW vocational education and training sector. The Open Training and Education Network (OTEN) of TAFE NSW provided flexibly delivered education and training programs for workplaces, school students and mainstream students of TAFE NSW throughout New South Wales. It is the largest provider of distance education and training in Australia with 30,000 students enrolled in 120 major award courses and some 30 short courses in 1996. Continued expansion of flexible delivery options through co-operation between TAFE Institutes and OTEN provided open learning, mixed mode and distance learning choices for students. The 'at home' delivery allowed a greater choice and flexibility for many students, including people with a disability and students in remote locations. Other key initiatives undertaken by New South Wales in 1996 include:

- an ACE/TAFE Flexible Delivery Pilot Project commenced in the New England/North West region in September 1996;
- TAFE NSW hosted a workshop on the impact of MAATS, User Choice and Flexible Delivery on Capital Programs in late 1996. The workshop focused on traditional delivery, workplace delivery, mixed mode, the Internet, and rural access; and
- under the NSW Skills Centre Program, managed by DTEC, the Hunter Valley Training Company received funding to establish a Skill Centre to establish three mobile training units, which will enable the training company to bring vocational training to people and industries currently disadvantaged in accessing traditional training facilities.

Entry-Level Training

Access to entry-level training continued to grow in 1996 with the approval of 49 new traineeships in NSW across a range of industry sectors. 1996 saw a record intake of trainees in NSW. The total number of traineeship commencements was 12,047, representing a 97.2% increase over commencements in 1995. Apprenticeship commencements increased marginally (2.6%) during 1996, but this intake represented a reversal of the previous decline for apprenticeship commencements. Pathways to entry-level training also expanded for school students through improvements to credit transfer arrangements and the provision of intensive courses.

The Strategic Plan for growth in Group Training Activity which was endorsed by BVET in December 1996, acknowledges the role of Group Training companies in providing access to vocational education and training. NSW also continued to implement its outcomes-based funding matrix for Group Training Companies (GTCs). This approach resulted in a 30% increase in apprentice and trainee numbers employed by Group Training Companies over 1995 and 1996, without a commensurate increase in funding. GTC employment of all equity target groups increased under this approach to funding. Growth was so substantial that BVET recommended an additional $500,000 for growth of Group Training Companies in 1997.

New Apprenticeships

NSW established a MAATS (now New Apprenticeships) Reference Group in 1996 with representation from industry and employer bodies, unions, professional associations, group training, training providers, schools, government and other stakeholders to provide advice on and oversee the implementation of reforms to apprenticeships and traineeships under the principles of New Apprenticeships.

The review of trades and callings in NSW, which commenced in 1996, will ensure that apprenticeships and traineeships are relevant, streamlined and aligned to National Training Packages.

CELTAS

NSW negotiated a number of Contracted Entry Level Training Agencies (CELTAs) demonstration projects in 1996, in co-operation with the Commonwealth and industry to test a range of regional, industry and enterprise-based models for the provision of 'one-stop-shop' apprenticeship and traineeship advisory services to industry. This will involve close cooperation between DTEC and the Commonwealth.

The Existing Workforce

In 1996, NSW ITABs identified the training needs of the existing workforce as a key priority in their Industry VET Plans 1998 - 2000. NSW pursued this objective in 1996 in a number of areas:

- Through the Best Practice and Professional Development programs, DTEC provided significant support for training delivered in the workplace.
- The expansion of broadcast, pay TV and other electronic mass communication in 1996 enabled TAFE NSW to provide specific industry training through OTEN for State Rail employees. More than 5,000 State Rail staff accessed 43 TAFE NSW satellite sites over eight days receiving hand signalling training in preparation for reaccreditation.
- The NSW Government launched the Workplace Communication Skills Policy. This policy aims to advance workplace communication skills development by promoting English language, literacy and numeracy skills training and its integration with mainstream vocational education and training. The policy was prepared by the Government Workplace Communication Skills Taskforce, which comprises representatives from peak union and employer bodies, State and Commonwealth Government departments, and industries with a high profile in communication, language, literacy and numeracy training provision.
- The Board of Adult and Community Education funded 10 ACE providers to participate in a pilot project for Assistants in Nursing. The pilot is being managed by the NSW Nurses Association and will use flexibly delivered training material developed by the NSW College of Nursing with funding from DTEC. Nursing Home facilities are also partners in this innovative pilot, which has a significant RPL component for existing workers, many of whom are older women of non-English speaking backgrounds.

Young People

Young people are a major focus for the NSW vocational education and training system, especially given the focus on entry-level training. Young people make up

90% of indentures to traineeships and apprenticeships and are increasingly accessing vocational education and training, rather than the university sector as a preferred option post school. Major achievements in increasing access of young people to training in 1996 included:

- Continued strong enrolment of secondary students in vocational courses throughout 1996, with around 500 government and non-government schools registered by the Vocational Education and Training Accreditation Board (VETAB) to deliver accredited vocational courses. The number of students undertaking school-delivered vocational courses in Years 11 and 12 grew from some 8,900 in 1995 to over 14,600 in 1996. In addition, the number of students studying TAFE courses as part of their HSC, continued to expand from some 21,000 in 1995 to approximately 24,000 in 1996.
- School systems continued to develop strong links with the vocational education and training system through credit transfer into TAFE courses.
- NSW AMES continued to assist young people who are at risk of leaving education or becoming unemployed, through Circuit Breaker courses and the Helping Early Leavers Program (HELP).

Improving Access for Disadvantaged Groups

In 1996, the BVET Equity Plan of Action was developed providing a broad framework for equity activity in the vocational education and training sector. DTEC also hosted the Equity in Vocational Education and Training Conference to improve awareness of equity issues in training.

A range of strategic initiatives was implemented in 1996 within the vocational education and training sector to improve access for Indigenous Peoples, people from Non English Speaking Backgrounds, people with a disability, rural and remote communities, and women.

Women

NSW undertook a range of activities under the National Women's VET Strategy, including the development of the State Action Plan. NSW managed seven national projects in 1996 including: Staff Development to Support Women in VET; Competency Standards and Curriculum; and (jointly with Victoria) Continuous Improvement Measures for Equity and Change.

Indigenous Peoples

1996 saw the implementation of a number of initiatives to improve the access of indigenous peoples. These included:

- Provision of funding by BVET to investigate the training needs of Aboriginal and Torres Strait Islander people to maximise their participation in the first event of the Cultural Olympiad, the Festival of the Dreaming in 1997, and in the 2000 Olympics.
- Development of a NSW AMES handbook for teachers on Integrating Indigenous Studies into Language and Literacy Programs, as a guide to planning language and literacy programs which explore indigenous cultures.
- Initiatives undertaken by TAFE NSW in 1996, including an interactive multimedia kit *Indigenous Australians: an Aboriginal Community Focus*, and the development of a *Strategic Plan for NSW TAFE provision for Aboriginal Inmates*. These initiatives were undertaken in consultation with Indigenous Peoples communities.

- The commencement of the Board of Studies Aboriginal and Torres Strait Islander Vocational Education Project in 1996. The purpose of the project is to research Aboriginal participation and achievement in vocational education and training in Years 10-12, and to review the suitability of HSC vocational education and training courses for Aboriginal students and their communities with the aim of increasing the participation of Aboriginal students in training.

People from Culturally and Linguistically Diverse Backgrounds

The Multicultural Education Unit (MEU) TAFE NSW developed a Total Communications Strategy in 1996, including a guide Introducing TAFE Services to NESB Customers, which was launched by the Minister for Training and Education in April 1996.

Literacy

The NSW Reference Group for the National Collaborative Adult English Language and Literacy Strategy (NCAELLS) developed a revised 1997 Implementation Plan, with a range of strategies identified as priority areas for 1997.

The Distance Learning Program of NSW AMES commenced a joint ANTA funded project with the Transport Industry Training and Advisory Board (ITAB) and the TAFE NSW Open Training and Education Network (OTEN). Under the project, literacy and numeracy support was provided in distance mode to transport workers seeking to renew their Dangerous Goods Licences.

Rural and Remote Communities

Examples of increased access to training in rural and regional communities in 1996 included:

- The continued growth in the number of rural and regionally based registered ACE vocational education and training providers; and
- A partnership between the New England Institute of TAFE and the Wool and Yarn Company (Coonabarabran), to provide the Manufacturing Production Certificate 1 for machine operators, working as outworkers using flexible modes of delivery.

INCREASED EFFICIENCY

Efficiency Measures

Major efficiencies were generated in 1996 through the restructure of DTEC and TAFE NSW, the review of education and training programs, and initiatives at the provider level.

- The major initiative undertaken in NSW in 1996 was the restructuring of DTEC and TAFE NSW to streamline policy, planning, resourcing and administration and to provide additional resources to ITABs to improve the quality of industry advice for state planning purposes. Efficiencies gained through this process released funds sufficient to support 5,000 additional student places in the NSW TAFE Commission.
- Program performance evaluation is of critical importance to the development of efficiency measures. In 1996, DTEC reviewed the following programs:

Students learning technical laboratory skills.

Local Government Aboriginal Employment Strategy; Assessing and Registering Authorities; Youth and Contracted Training Provision programs; BVET grants programs; community language schools grants administration; and the Vocational Training Assistance Scheme.

- Initiatives undertaken by TAFE NSW to generate efficiencies included: implementation of performance measures for vocational education and training at a national level (including participation in the 1996 Employer Satisfaction Survey), development of more streamlined and devolved arrangements for accreditation, and major enhancements to the Student and Course Information systems. In a specific cross border initiative, Riverina Institute of Technology negotiated a Memorandum of Understanding with the Wodonga and Wangaratta Institutes of TAFE in Victoria to focus on co-operative planning and delivery of courses, initiatives and resources along the Murray corridor.

Information

The provision and management of vocational education and training information is critical for all stakeholders. As part of the restructure of DTEC in 1996, a new Branch was created with a specific focus on generating strategic information relating to the vocational education and training, schools and higher education sectors. One of the outcomes has been the provision of regular labour market bulletins to all major vocational education and training stakeholders to inform their planning.

In addition, there have been a number of other strategic initiatives to improve the management of VET information, including:

- The Integrated Vocational Education and Training System (IVETS) database to improve the management of vocational education and training data in NSW. The database will manage recognition registers, training market programs and the administration of apprenticeships and traineeships including trades recognition. The business design and initial build stage was completed in 1996. The completion of build, user testing and implementation are planned for 1997 and the system will be implemented from the second half of 1997.
- A Pilot was undertaken by DTEC to produce an electronic collection of private provider AVETMISS data. A range of private providers participated in the pilot and provided feedback which informed systems improvements. In 1997, the AVETMISS collection will include electronic data for public, ACE and private providers.
- Continued involvement in EdNA, the educational information network and TRAIN the Training Information Network. EdNA is a joint Commonwealth and States/Territories initiative which aims to foster co-operation and collaboration with key education stakeholders across the sectors, and provide significant benefits to learners through facilitating access to on-line communication and information. TRAIN has a World Wide Web site and provides a national fax to fax service giving ready access to information on VET provision across Australia.
- The introduction of a weekly Training Fax and quarterly MAATS Newsletter to communicate with VET stakeholders on training reforms.
- The introduction of an electronic tendering process for the DTEC Approved Provider List, was implemented to further streamline the tendering process during 1996.

PLANS FOR THE FUTURE

The NSW VET priorities for 1997 are:

- Expanded provision of flexibly delivered vocational education and training, including increased on-the-job provision, distance learning and mixed mode delivery.
- Development and implementation of a new vocational education and training resource allocation model to better meet the needs of industry and the community.
- Increased development of new entry-level training arrangements in schools and workplaces, including traineeships and apprenticeships.
- Provision of appropriate and timely industry training to meet the needs of the Sydney 2000 Olympics.
- Establishment of equity accountabilities and ensuring equity implications are addressed in the development of strategies and plans for all major vocational education and training reform priorities.
- Establishment of a vocational education and training quality framework focusing on quality management practices.

One of the major priorities is the development of a Strategic Direction: Plan which will shape the directions for training in NSW into the next millennium. This will be complemented by the 1998 State Strategic Vocational Education and Training Plan, which will draw on industry advice, focus on strategic initiatives for the vocational education and training sector in the medium term, identify industries of strategic importance for the State as a focus for training activity and for the development of more detailed Industry Training Strategies. This will focus delivery on areas of strategic importance and guide resource allocation across the vocational education and training sector. An increased emphasis on regional planning advice will draw on regional planning mechanisms established by DTEC Centres.

The provision of industry training to meet the training needs of the 2000 Olympics is identified in the 1997 State Training Profile as a key priority. 1997 will see the integration of Olympic training needs into State planning for vocational education and training and strengthened linkages with key Olympic agencies. Training strategies will be developed for Tourism and Hospitality, Sports Officials, Transport, Security, Languages, and the participation of Aboriginal and Torres Strait Islander Peoples.

INTRODUCTION

KEY ACHIEVEMENTS OF THE VICTORIAN TRAINING SYSTEM

The Victorian State Training System is widely regarded as being at the forefront of vocational education and training (VET) in Australia. Major achievements in pursuit of a world-class vocational education and training system, which supported the competitiveness of Victorian industry and business and enhanced the social and economic opportunities for Victorians include:

- The development of a training market with 660 registered private providers of VET, with over $41 million or 9% of funds for training budgeted for allocation through various competitive processes in 1996 - this is planned to rise to 20% by the year 2000.
- Development of TAFE institutes as independent public sector enterprises which compete in the open training market, including inter-state and overseas, and obtain an average of 25% of their revenue from sources other than government VET funds.
- Implementation of planning, funding and management arrangements which ensure industry priorities are reflected in training delivery.
- The introduction of performance and funding agreements with TAFE institutes with performance indicators focusing on outputs and outcomes, including client satisfaction.
- Continued operation of the largest and most diverse Adult and Community Education sector in Australia, with improved planning, funding and performance monitoring arrangements.
- Focus on strategies for quality improvement and best practice in educational effectiveness.
- Implementation of new approaches in curriculum and training delivery and the development of a Communications and Multimedia Strategy.
- Piloting of self-managed accreditation by training providers.
- Implementation of the national competition code during 1996 and the implementation of a strategy to fully introduce national competition policy by 1 July 1997.

Victoria played a leading role in a broad range of national training reforms including the introduction of flexible entry-level training, training for small business, introduction of the Australian Qualifications Framework and measures to facilitate User Choice.

STRUCTURE OF THE VICTORIAN TRAINING SYSTEM

The State Training Board is the state training agency for Victoria for the purposes of the ANTA Agreement. The Board is established under the Vocational Education and Training Act and consists of six members selected for their expertise in vocational education and training.

The main functions of the State Training Board are to:

- advise the Minister on a range of issues relating to vocational education and training, including curriculum and expenditure of funds;
- allocate TAFE funding, subject to Ministerial direction, and negotiate performance and funding agreements with training providers and Industry Training Boards;

- develop and implement, in collaboration with the Adult, Community and Further Education (ACFE) Board, an adult, community and further education plan;
- accredit courses to ensure appropriate quality;
- recognise and regulate training providers for both public and private sectors and for domestic and overseas students;
- regulate and administer apprenticeships and approve training schemes generally; and
- perform the functions of the Victorian state training agency for the purposes of the ANTA Agreement.

The Adult, Community and Further Education Board was established to support the development of community-based adult education in Victoria. The major functions of the Board are to plan, develop policies, promote and allocate resources for the provision and support of community-based adult education. It also advises the Minister on matters related to adult, community and further education and provides some educational programs.

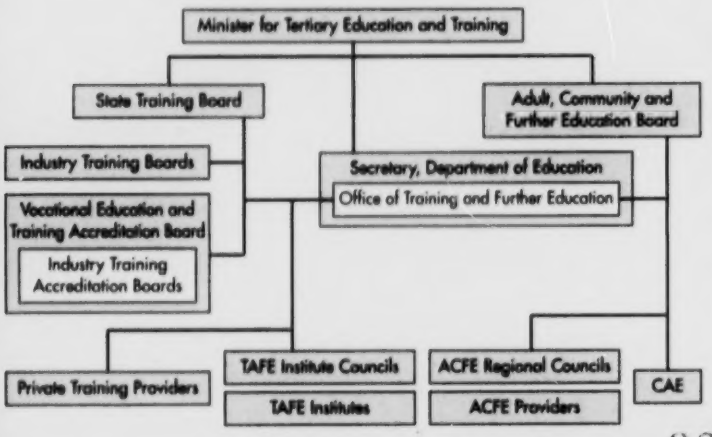
In recognition of the significance of TAFE institute provision of further education, the Adult, Community and Further Education Board and the State Training Board are required to jointly plan for program delivery and to establish co-operative systems.

The other components of the State Training System comprise: 23 TAFE Institutes; four universities with TAFE divisions; over 650 registered private training providers; 15 Industry Training Boards (ITBs); the Vocational Education and Training Accreditation Board and 19 Industry Training Accreditation Boards. During the year the Goulburn Valley and Wangaratta Institutes of TAFE amalgamated to form the Goulburn Ovens Institute of TAFE.

In the adult community and further education sector there are nine Regional Councils of Adult, Community and Further Education and over 550 registered community-based providers.

As a division within the Department of Education, the Office of Training and Further Education (OTFE) supports the State Training Board and the Adult, Community and Further Education Board in carrying out their functions.

THE VICTORIAN STATE TRAINING SYSTEM



An increase in electrical components in vehicles has made automotive training a high technology study.

ACHIEVEMENTS IN 1996

GREATER RESPONSIVENESS

Development of the Training Market

A range of initiatives are in place to encourage the development of the training market, including establishing TAFE institutes as independent public sector organisations; encouraging institute fee for service activity (on average, institutes receive 25% of their revenue from other than government vocational education and training funds); the registration of private providers of training; and the allocation of a proportion of government funds for vocational education and training through competitive processes.

In 1996, over $41 million (9% of total provision) was budgeted for allocation through competitive processes open to TAFE institutes and registered private providers. The State Training Board has approved a move toward a notional 20% of total vocational education and training funds being available for the purchase of training through competitive processes by the year 2000.

The allocation of public funds through competitive processes, and the development of a competitive training market more generally, aim to drive improvements in the responsiveness, quality and efficiency of vocational education and training.

Flexible Delivery

Communications and Multimedia Strategy

A Communications and Multimedia Strategy was developed around three major goals - Infrastructure Development, Content Development and State Training System Leadership Role. The strategy recognises that the successful integration of communications and multimedia technology and vocational education and training will depend on consistent and supportive activity in four key areas (resource allocation, staff development, research and continuous improvement). Funds have been allocated to provide the impetus for the parallel development of hardware, software and human resource infrastructure.

Victorian Virtual Campus

The OTFE has worked with TAFE Institutes in the research and development of the Virtual Campus Environment (VCE). The VCE will utilise computer hardware and software technology to coordinate the administration and management of student training, and a combination of electronic on-line tools to flexibly deliver training. The system will be able to deliver entire on-line courses, or to publish materials and provide on-line support to supplement existing courses.

The Virtual Campus Environment will provide:

- a "one stop" location for information about vocational education and training options that have online support;
- a delivery system for learning material;
- communication online, between students and teachers, and as a professional development tool between teachers; and
- management of course assessment tasks and delivery of assessment results using a secure distribution system.

VETNet, the State Training System's Wide Area Network, will act as the delivery infrastructure carrying information to both the Internet and Intranet access points.

Research into New Learning Technologies

The OTFE commissioned a report to examine ways of ensuring that the use of technology maximises learning outcomes and cost effectiveness. The report, *A Planning Model for Innovation: Applying New Learning Technologies*, outlines a model for planning the use of technology and choosing appropriate technologies. In 1997, a major conference will be held, and a series of targeted publications distributed, to promote and revise the planning model.

On-Line Course Development Fund

The On-Line Course Development Fund assists TAFE Institutes to provide on-line flexible training through the development of organisational arrangements, appropriate skills and quality support resources, which support the application of new and innovative flexible delivery methods. $1.6 million was provided to TAFE institutes.

Innovative Training Fund

This fund aimed to accelerate the development and application of innovative training arrangements in the State Training System. Priorities for funding included:

- the application of advanced technologies;
- non-traditional delivery arrangements;
- establishment of arrangements which better meet the delivery needs of new industries and occupations (eg: multi-media); and
- open entry/open exit arrangements.

$3.9 million was allocated to TAFE institutes.

National Frontline Management Initiative

Five enterprises in Victoria piloted the National Frontline Management Initiative in 1996. A Frontline Management Development kit for enterprises was produced, in conjunction with the Australian Competency Research Centre. In 1997, this initiative will be evaluated, an issues paper will be produced, and discussions about new approaches to curriculum and assessment will be encouraged.

Industry Education Partnerships

A package of eight case studies of successful partnerships between enterprises and TAFE Institutes *Partnerships for Training. Creating the skills for tomorrow.....together* was developed. This package was widely distributed to employer organisations, all TAFE Institutes and enterprises in targeted regions in Victoria. Publication and national dissemination of six volumes of the ANTA funded project: *Industry Education Partnerships: A Critical Review* was completed.

Initiatives for Small Business

As part of the Small Business Strategy, the *Initiatives for Small Business* Fund was utilised to increase the flexibility of training provision to small businesses by encouraging and supporting providers in the use of existing training resources for

the innovative delivery of training to small business. $1.4 million was allocated to support a range of activities including:

- networking projects;
- targeted curriculum development;
- establishment of module training facilities; and
- establishment of onsite training provision to clusters of small business.

Curriculum Development

The Curriculum Board has implemented a priorities setting process for allocating resources to curriculum development. Input to the process includes advice provided by Industry Training Boards through Industry Training Plans on the curriculum needs of their industry, government policy, State Training Board strategic directions, relative industry need and potential student demand, status of any current curriculum including interstate and national curriculum, economic forecasts and emerging trends.

Specific curriculum initiatives included:

- $1 million allocated by competitive tender for the development of curriculum to meet training needs of industry;
- major projects in the areas of Business Services and Local Government to rationalise curriculum and provide a more strategic approach to training provision; and
- redevelopment of guidelines on customisation.

Recognition of Prior Learning

A Report, the *Implementation of RPL Principles and Models in the Victorian State Training System*, was completed. A series of recommendations were made to improve services to industry, enterprises and individuals including the establishment of assessment centres capable of providing a range of services. A series of seminars/briefings and workshops will be held in 1997 to discuss the report findings and recommendations. Assessment centre models will be trialed and evaluated to inform a new policy framework on assessment and its implementation.

ENHANCED QUALITY

A Quality Framework for the State Training System

A draft Quality Management Framework, which provides quality parameters, models of assessment and strategies that each institution can adopt to continually improve was developed.

The framework adopted modified criteria of the Australian Quality Awards to provide a common language for the State Training System and ensure a holistic view of the organisation, bringing the State Training System in alignment with similar models in Australia and the world. The seven categories used in the Awards have been adapted as: Leadership, Policy and Planning, Information and Analysis, People, Customer/Stakeholder Focus, Quality of Process, Product and Service, and Institutional Performance.

Pilot projects were conducted to identify the appropriate criteria and outcomes for each of the quality categories. One of these pilots was in the OTFE which is

now working to improve its performance by establishing a continuous improvement culture and undertaking seven priority improvement projects identified through the self-assessment process. In 1997, self assessment will be trialed by TAFE Institutes, the Adult, Community and Further Education Board, private providers and Industry Training Boards. A final policy framework will then be developed.

Benchmarking for Educational Effectiveness Program

The Benchmarking for Educational Effectiveness Program (BEEP) focuses on the core business of the State Training System - the provision of high quality vocational education and training programs. The program aims to promote continuous quality improvement across the State Training System.

In 1996, 11 consortia were funded to undertake benchmarking projects and produce a range of professional development materials. Key outcomes were:

- identification of benchmarks for educational effectiveness in course design, assessment, teaching and training practice, and delivery mechanisms;
- development of high quality professional development and related materials to assist organisations implement the practices underpinning the benchmarks; and
- a range of innovative benchmarking models to assist organisations continually improve the quality of their products and services.

The program allows public and private providers to compare their practices and identify areas where improvements can be made so that they operate at best practice levels. The program will be extended in 1997.

Curriculum Development and Accreditation Arrangements

Strategies were developed to support the implementation of national curriculum and to ensure that training meets the needs of local industries. This included strategies related to customisation, staff development, transition arrangements and resource planning.

Following broad public consultation a new concept for accreditation was proposed. Its main features include accreditation by a range of approved organisations within a quality framework; multiple access points; coverage of further education and training; linking of course development, accreditation and curriculum to delivery; greater responsiveness to industry; simplified and flexible processes and continuous improvement.

Six providers in the State Training System (three private and three TAFE institutes) were selected to participate in a pilot of the new self managed accreditation arrangements. This is accompanied by a Benchmarking for Educational Effectiveness Project that will generate quality assurance benchmarks for all training providers self-managing the accreditation of their own courses.

Demonstrating Best Practice in VET National Project

As part of the *Demonstrating Best Practice in VET* national project, Victoria ran a submission process from which 14 projects were selected for funding. The projects have been supported through the process of providing evidence of best practice, and the production of professional development materials to facilitate the dissemination of the demonstrated best practices. The dissemination phase of the project will be completed through workshops and distribution of the professional development materials during 1997.

Governance of TAFE Institutes

A model for Best Practice for the Governance of TAFE Institutes was developed and accepted by TAFE Institute Councils. This model is consistent with the Institute Councils' responsibilities under the Vocational Education and Training Act to manage and control institute assets efficiently and effectively in a manner which optimises the use of those assets.

Staff Development

More than $2 million was invested in staff and professional development and management improvement support, involving more than 2,000 vocational education and training staff. This was in addition to the enterprise based efforts funded and managed by registered private providers and TAFE institutes.

Key statewide programs included: 27 pilot projects involving nearly 400 managers in the META Team Planning Performance System; four funded audits of TAFE Institutes against the Investors In People Standard; six best practice projects related to Return To Industry for TAFE staff; four best practice modules in supporting flexible workplace training delivery; major research projects to assess the level of training being conducted for staff by TAFE Institutes and by staff themselves; and three Benchmarking for Educational Effectiveness Projects which apply to best practice in staff and professional development.

Extensive information programs were delivered, dealing with quality and best practice and the introduction of new national initiatives such as the Australian Qualifications Framework and the National Training Framework. In addition, system wide improvement programs dealing with gender inclusive training and sexual harassment and professional development modules for Adult Literacy and Basic Education staff were delivered.

Other Quality Initiatives

Other initiatives in 1996 included development of a Student Services Framework; new guidelines requiring community providers receiving government funds to comply with quality standards and a pilot quality assessment program with three Regional Councils of Adult, Community and Further Education.

IMPROVED ACCESSIBILITY

Entry Level Training

New Apprenticeships (MAATS)

Victoria has played a leading role in a broad range of training reforms underpinning the New Apprenticeships agenda such as the expansion of User Choice; devolution of accreditation processes; a comprehensive VET in Schools policy; deregulation of responsibilities for structured training arrangements; and improved regional planning processes.

The extension of User Choice to apprenticeship and traineeship arrangements is a key element of New Apprenticeships. Pilot programs were implemented to promote and further develop the concept of User Choice. These included an ANTA national project to research Australian and overseas experience in User Choice and projects to promote customisation of curriculum; review information provided to apprentices, trainees and their employers; explore the role of group training companies as providers of brokerage services; and to place trainees in off-the-job training in accordance with User Choice principles. In addition, 14 pilots

involving the negotiation of training arrangements between businesses and individuals, or brokers acting on their behalf, and providers were implemented.

As a basis for the potential expansion of training opportunities, the concept of extending Group Training coverage to new industries through the expansion of the existing Group Training Companies has been strongly supported. In 1996, the number of apprentices and trainees employed by Group Training Companies increased by 40% to almost 4,000. Victoria is committing another $400,000 in 1996/97 to funding growth in group training.

In pursuit of a streamlined industrial framework, Victoria agreed to remove declared vocations from apprenticeships, and moved to transfer state industrial powers to the Commonwealth.

Ahead of the formal introduction of New Apprenticeships, three new apprenticeships and many new traineeships were established to meet industry demands. Additionally, a number of existing apprenticeship classifications were rationalised in response to industry demand.

A range of initiatives funded as part of the Australian Vocational Training System (AVTS) will now contribute to implementation of New Apprenticeships. Initiatives in Victoria included:

- the development and implementation of a Professional Development Strategy;
- management of the national 1996 Small Business Best Practice Development Program;
- the management of projects worth over $6 million for curriculum and resource development, the products of which received overwhelming industry support; and
- management of a national project for the development of a Work Placement Infrastructure - Vocational Placement System for the practical placement of students not in apprenticeships or traineeships.

Key Competencies

Key Competencies in Apprenticeships, a major national project funded by the Department of Employment, Education, Training and Youth Affairs (DEETYA) and managed by the OTFE was completed. The final report was endorsed by all relevant national Industry Training Advisory Boards. Strategies to integrate Key Competencies were identified and will be taken up in the context of the development of Training Packages for New Apprenticeships.

VET in Schools

A new VET in Schools policy, building on the highly successful Dual Recognition initiative, was developed in concert with the Office of Schools. To aid policy implementation and ensure a strategic use of State and Commonwealth support funds, a VET in Schools Funding Strategy 1997-2000 and Financial Plan were developed in consultation with all VET in Schools stakeholders.

New administrative arrangements were put in place to support the changed delivery and funding mechanisms for the provision of vocational education in schools. This includes a system of quality assurance based on new certification arrangements, provider recognition and audit, as well as a comprehensive professional development program.

Traineeships in tyre services are one of the 'New Apprenticeship' opportunities for young people.

VET in Schools programs were developed in Desktop Publishing, Small Business, Sport and Recreation, Multimedia and Printing, bringing the total number of programs available to 16.

The OTFE made significant contributions to the development, implementation and review of professional development programs for secondary teachers involved in VET in Schools delivery.

Pathways

The third edition of *Pathways - A guide to credit transfer between vocational education and training and higher education* was published. The publication was distributed to all secondary colleges, TAFE Institutes and Universities, and has proved very popular with students and teachers alike.

A discussion paper on current practices in cross-sectoral pathways, identifying issues impeding student movement between the sectors and proposing strategies that would lead to an enhancement of the current approaches and practices has been developed. A service standard on recognition was developed for dissemination to TAFE Institutes.

Applications for TAFE Places

The OTFE reviewed the Victorian Tertiary Admissions Centre (VTAC) admissions process for TAFE places. The review found that although applications for TAFE through VTAC had fallen from the 1993 level there was no apparent decline in demand for full-time post-Year 12 courses in TAFE. The VTAC process has resulted in a higher profile for TAFE in the tertiary market and greater consistency in selection processes for students. Recommendations for improvement arising from the study related to reduced regulation, greater TAFE involvement in decision-making and responsibility for the VTAC process and improved descriptions of TAFE in VTAC documentation. These recommendations will be pursued in 1997.

Training for the Multimedia Industry

A project to develop a Strategic Plan for Training in the Multimedia Industry commenced in 1996. One of the key initiatives to be implemented in 1997 is the "Kickstart" program for young people wishing to enter the multimedia industry. A feasibility study was undertaken in 1996, which identified the relevance for such training in the industry, and proposed a model for the program. It is anticipated that pilot programs will operate in five regions in Victoria, with 400 16 -17 year olds participating in entry-level training in the multimedia industry.

Group Training Arrangements

The Commonwealth and State Governments fund 25 Group Training Companies in Victoria, comprising seven industry based and 18 regionally based companies. They employed almost 4,000 apprentices and trainees.

The STEP Group Training Company, operated by the Brotherhood of St Lawrence, focused on providing training opportunities for disadvantaged young people. Funding arrangements with all companies stressed recruitment from target groups. Performance agreements with the companies set a minimum target of 15% for the proportion of their intake to come from target groups.

Access for National Strategy Target Groups

Managing Diversity

The Managing ersity Policy was endorsed by the State Training Board and the Adult, Commu and Further Education Board in 1996. Managing Diversity is about the implementation of vocational education and training policies, practices and services which deliver specific outcomes. These outcomes are intended to optimise the opportunity for individuals to choose to fulfil their aspirations to participate in and contribute more productively to society irrespective of gender, culture, age, location, or whether they have a disability or disadvantage. The goal of the policy is to develop and sustain a system which implements vocational and further education policies, practices and services adapted to the needs of a diverse and evolving community.

A strategy to support the implementation of the Managing Diversity policy was developed. Service standards and performance and monitoring requirements were developed and disseminated to TAFE Institutes, Regional Councils of Adult, Community and Further Education, and the Council of Adult Education.

Targeted Initiatives

In addition to the Managing Diversity Policy a range of targeted initiatives were designed to improve access to training. They included:

For Women:

- the Continuous Improvement Measures Equity and Change project designed to achieve measurable improvements in the participation of women in VET;
- expansion of the Women Talk Work register;
- improvements to the Tradeswomen on the Move project; and
- the involvement of Group Training Companies in the delivery of Preparatory Courses for Women.

For Indigenous People:

- development of the Indigenous VET Program to provide separate course delivery and increased access to mainstream courses;
- the allocation of $6.33 million for training programs, increasing total delivery for indigenous people to 700,000 Student Contact Hours;
- the establishment of 22 Aboriginal and Torres Strait Islander Advisory Committees in TAFE institutes with significant Indigenous Student participation;
- a greater involvement of local communities in the development of culturally sensitive learning materials; and
- customisation of the Certificate III in Small Business.

For People with a Disability:

- the allocation of $1.2 million through the Disability Support Fund assisted TAFE institutes to provide note taking, special tutoring, interpreting, equipment and participation assistance.

For the Existing Workforce:

- the State Training Profile for 1996 gave priority to training for the existing workforce;

Rural apprenticeships and traineeships are adding value to Victoria's agricultural industry.

- the promotion and support of flexible delivery;
- TAFE institutes providing training at times, including weekends, and in the workplace to meet the needs of existing workers;
- the recognition of prior learning and the use of flexible delivery including computer-based delivery and telematics;
- the allocation of $1.2 million for negotiated leverage arrangements with enterprises, registered as training providers, to deliver accredited training either in the workplace or off-the-job; and
- the implementation of new trade tests and bridging courses in the printing, footwear and agriculture industries to assist in the process for Recognition of Trade Skills.

For People from Language Backgrounds Other Than English:

- the provision of over 9 million Student Contact Hours of English as a second language programs targeting women, the aged, survivors of trauma and torture as well as the general non-English speaking community;
- the *Impact Study on Language and Literacy Skills* to examine the effect of language and literacy skills on vocational education and training course delivery and training outcomes; and
- the implementation of strategies to increase the representation of people from a non-English speaking background in apprenticeships and traineeships in Group Training Companies.

For Rural and Isolated People:

- the provision of $2.1 million through the *Rural Industries and Communities* fund to achieve a permanent improvement in the access to delivery of training by rural clients; and
- an increase of 244,000 Student Contact Hours (9%) in training for the agricultural and horticultural industries.

For Unemployed People:

- significant provision by the State Training System of training for DEETYA labour market programs targeting the unemployed;
- the allocation of nearly $10 million to the Pre-Vocational Training Program to assist the long term unemployed and young people into the pathways of employment, further education or training; and
- an increase in the number of traineeship places.

Adult, Community and Further Education

The Adult Community and Further Education (ACE) system in Victoria, including further education in TAFE institutes and over 550 Adult Community Education providers, played a key role in increasing access to education and training. The number of Victorian ACE providers and their geographic scope is unique across Australia. This resource means that the State Training System can reach most adults across the State.

A broad range of programs, many of which had particular application to target groups were provided. The major programs funded by government were literacy, English language, preparatory, vocational and Victorian Certificate of Education for Adults. Community providers contributed over 3 million Student Contact

Hours to the State Training Profile.

Specific initiatives in 1996 included:

- production of the report *Access for Adults* which gives an overview of the participation of Victorians in further education and in community providers and assists planning and resource allocation;
- management of the national ANTA project Convergent Technologies in Adult Community Education;
- an inaugural conference on Research in Adult Education in the Community; and
- implementation of recommendations of the report *Review of General Education in The State Training System* including those that enhance pathways for adults completing the Victorian Certificate of Education.

INCREASED EFFICIENCY

Focus on Performance

The monitoring of the relevance, quality and cost effectiveness of programs delivered by the State Training System is a high priority. Key performance indicators focussing on outputs and outcomes in terms of student destination and client satisfaction are incorporated in performance agreements with TAFE institutes. Service standards were developed for performance agreements.

Performance reviews are undertaken with TAFE institutes and funded private providers to ensure that programs and other services are provided in accordance with the requirements of performance agreements. Monitoring focuses on qualitative outputs with the aim of achieving continuous improvement. A resource recovery strategy was implemented with future non-performance by TAFE Institutes of contractual arrangements with OTFE involving recovery action.

A wide range of individual TAFE institute performance data covering issues such as funding or income sources, revenue and expenditure, staffing, capital utilisation and completion rates is collated and distributed among TAFE institutes to encourage self improvement by institutes. The range of performance data distributed was expanded in 1996.

Establishment of VETNet

VETNet is the Wide Area Network (WAN) communication backbone for the State Training System. It connects all TAFE Institutes, the Victorian Tertiary Admissions Centre and the OTFE using Telstra ISDN services. VETNet has been enthusiastically accepted by TAFE institutes and has provided significant benefits to the OTFE in the execution of its business, in particular its performance monitoring role.

The applications currently in use on VETNET are electronic mail, file transfer using File Transfer Protocol and Remote log in for access to other systems using Telnet.

Current proposals for applications to be provided via VETNet include a staff development forum, a virtual campus trial database, an inter-library loans system and a number of bulletin board services for common interest groups. VETNet will also be the distribution network for the Virtual Campus Environment, carrying information to both the Internet and Intranet access points.

$2 million was provided for the development of VETNet in 1996.

Strategic Planning

The OTFE has developed and implemented strategic planning processes that ensure efficiency and effectiveness in planning.

Broad strategic directions are set out in the State Training Board's *Strategic Directions for Vocational Education and Training.* An analysis of trends, including economic and employment, underpinning strategic directions is provided in *Trends in Vocational Education and Training.* Strategic directions for further education are set in the ACFE Plan jointly prepared by the ACFE Board and State Training Board.

Industry specific planning information, including further education needs particularly in language and literacy, is obtained from Industry Training Plans prepared by Industry Training Boards. Syntec Economic Services provide overall industry forecasts. OTFE's Labour Market Training Needs Model assists in determining the balance of training provision against current and future needs.

The strategic directions and planning data inform the profile planning process with TAFE institutes and the allocation of funds to other registered providers. The outcomes of the institutes' own strategic planning processes also inform profile development.

These processes mean that at both the industry-wide level and the local level the provision of training is related to expected demand.

Industry Training Boards

The implementation of new Industry Training Board arrangements was completed. The original 19 Boards were reduced to 15. These Boards now provide comprehensive coverage of the workforce. Lead agency arrangements are in place to ensure more consolidated and comprehensive advice is provided on the training needs of occupations which are covered by more than one Board. Industry Training Boards now have a greater regional focus in their planning advice.

Purchasing of Training

The Purchasing Model is used to purchase training from TAFE institutes. The model was established following a review by external consultants Deloitte Touche Tohmatsu in 1995 of the Funding Model used to fund TAFE institutes. The Purchasing Model was developed in line with policy to move from the funding of TAFE institutes and courses to that of a purchaser-provider relationship, where the State Training Board purchases training from institutes.

The Purchasing Model establishes the price per Student Contact Hour for each field of study and comprises:

- the **Profile Purchase Price** based on the average class size, average teaching hours, average teaching materials costs for each field, direct teaching costs, non-teaching support costs and salary on-costs including payroll tax, workcover, superannuation and holiday leave loading; and
- the **Infrastructure Purchase Price** consisting of administration, student services and libraries and learning resource centres sub-components based on average costs at TAFE Institutes.

Additional funding for smaller TAFE institutes under the infrastructure differential component of the previous Funding Model was removed following the consultant's review.

Other recurrent financial support for TAFE Institutes is provided external to the Purchasing Model and includes funds for leases, curriculum maintenance managers, Koorie Liaison Officers, building maintenance, disability support, apprenticeship and traineeship accommodation, training development officers, occupancy costs and Open Training Services. This makes up less than 5% of total recurrent funds given to TAFE Institutes.

The allocation of public funds through competitive processes, and the development of a competitive training market more generally, aim to drive improvements in the responsiveness, quality and efficiency of vocational education and training.

Facilities Utilisation

During 1995, the OTFE developed a revised approach to capital planning through the development of a Capital Resource Strategy. The strategy was implemented in 1996 and has firmly placed capital investment decisions within a strategic planning framework, where asset decisions are consistent with the overall strategic planning of the institutes and are linked with the overall directions of the State Training System.

Facilities planning for the State Training System is based on sound investment principles, emphasis on investment in emerging technologies and training equipment, and a requirement to emphasise maintenance and refurbishment of the existing asset base. The application of sound investment principles in the analysis of capital decisions means service delivery requirements will be met in the most cost effective and efficient way.

Adult, Community and Further Education

A new Regional Funding Framework was developed in 1996. This articulates the ACFE Board's policy and procedures for Regional Councils to use in allocating funds to community providers. The framework aims to ensure that:

- funds are distributed equitably within each region;
- funding decisions are closely linked to planning;
- funding processes are simple and transparent; and
- independence and autonomy of community-based providers is acknowledged.

A Performance Monitoring and Evaluation Framework was introduced across the ACFE system. The main elements developed in 1996 included best practice guidelines for Regional Councils in performance monitoring and reporting, a provider self-assessment checklist to ensure their compliance with accountability and other requirements and an audit program for Regional Councils.

PLANS FOR THE FUTURE

The State Training Board's priorities are:

- measuring and improving the outcomes of the State Training System;
- the preparation of a longer term vision of the State Training System of the future, focusing on the benefits of partnerships between the constituents, technology and other major system drivers;
- improving contact with industry to enhance industry input of advice and system responsiveness; and
- raising the status of TAFE, with a particular focus on young people.

The aim of the Board is to achieve the following outcomes:

- a high quality public vocational education and training system, made up of independent, educationally diverse, innovative and enterprising training providers;
- choice and diversity for clients provided by the public training system and a growing number of private providers;
- emphasis on quality and innovation, stimulated in part by competition amongst providers, and which looks to future training requirements rather than past patterns of delivery;
- the capacity to meet industry needs strategically across the State as well as locally, in delivering outcomes balanced between enterprises, communities and individuals; and
- accountability focused on performance against clear outcomes.

As the twenty first century approaches fundamental changes in economic and social structures, including the way work is performed will continue. Technology developments are having a pervasive influence. The rapid rate of change is expected to continue so that new and dramatically different demands on education and training systems can be anticipated.

Priorities and directions will be reviewed early in 1997. Key issues to be considered include:

- the promotion of closer links between vocational education and training, adult and community education and other educational sectors within the context of 'learning throughout life' across the State Training System;
- the re-engineering of products and services to provide a better match of those services with the needs of individuals and enterprises in the context of 'learning throughout life';
- asset management approaches particularly as they relate to government equity and expectations of equity in institutes;
- the refining of management and regulatory approaches to introduce a minimum regulatory regime while ensuring the integrity of products and services;
- emphasising customer empowerment to ensure the State Training System enables all clients to make informed learning and purchasing choices; and
- the introduction of more effective resource allocation approaches.

INTRODUCTION

OVERVIEW OF THE QUEENSLAND SYSTEM

The Vocational Education Training and Employment Commission (VETEC) is the principal source of advice to the Queensland Minister for Training and Industrial Relations on vocational education and training issues and strategies, including the distribution of Government training funds and capital works planning. VETEC, as the State Training Agency, advises the Australian National Training Authority (ANTA) on the vocational education and training needs of Queensland and participates in the development of the State Training Profile.

Together with its standing committees, VETEC also accredited training courses and registered providers, recognised work skills, administered the structured training system, and formulated policies with respect to these issues.

The membership of VETEC comprised three employers, three employees, three community representatives, and a Commonwealth Minister's representative. The general manager of VETEC and the chief executive of the Department of Training and Industrial Relations were *ex officio* members. The Commission met on 10 occasions during 1996.

VETEC supported policies and activities aimed at making vocational education and training more responsive to clients, easier to access, more efficient, more competitive and more quality focused.

The following five standing committees of the Commission provided advice:

State Training Council

The State Training Council met 11 times during 1996. It represented industry and training providers in making determinations and providing policy advice related to apprenticeships, traineeships and other training systems in Queensland, accounting for the requirements of the Modern Australian Apprenticeship and Traineeship System (MAATS) and the National Employment and Training Taskforce (NETTFORCE). The Council took the principles of MAATS (now New Apprenticeships) into consideration as the system moved to a more flexible and responsive one.

State Planning and Development Council

The State Planning and Development Council met on seven occasions in 1996. It advised the Commission on strategic directions and priorities for resource allocation to meet the vocational education and training needs of the State. The Council, which represented industry and providers, ensured that the planning, budget and resource allocation cycles worked efficiently to produce the desired outcomes, using the Commission's goals to guide its activities.

Accreditation Council

The Accreditation Council met 10 times during 1996. It represented industry, providers, higher education and senior secondary education in carrying out its functions. These responsibilities covered the accreditation of courses/programs and the registration of providers, and the administration of a system of vocational education and training qualifications. The Council also monitored and reviewed organisations and courses to maintain high standards with respect to suitably qualified staff and resources, the credibility of qualifications, and recognition of student qualifications throughout Australia.

Apprentices at Classic Restoration in Toowoomba receive expert tuition that results in quality workmanship.

Nagi Binanga (Aboriginal and Torres Strait Islander Standing Committee on Vocational Education and Training)

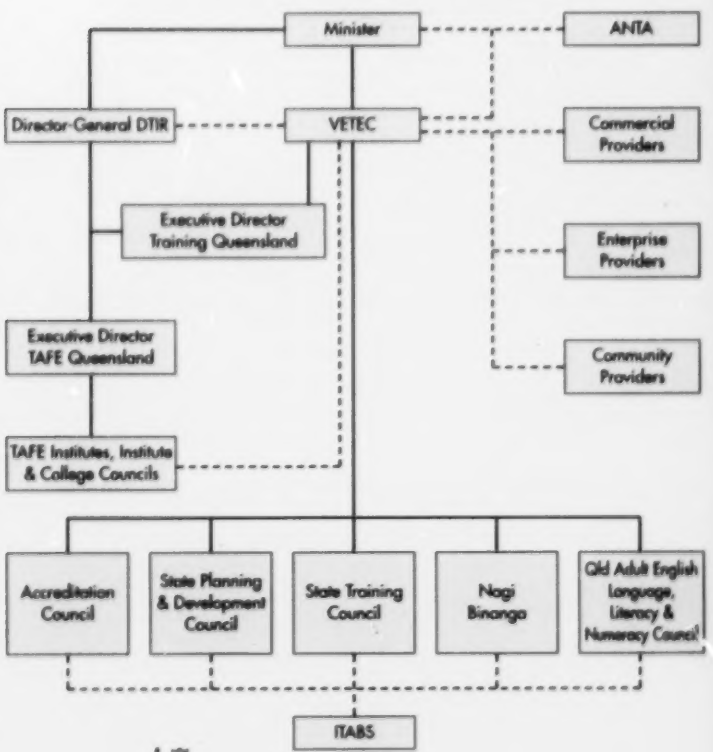
Nagi Binanga met on four occasions during 1996. It takes its name from a combination of Aboriginal and Torres Strait Islander words meaning "look-listen". The Committee provided advice to VETEC on strategic and policy matters affecting the participation of Aboriginal and Torres Strait Islander peoples in vocational education and training. Meetings alternated between Brisbane and Aboriginal and Torres Strait Islander communities.

Queensland Adult English Language, Literacy & Numeracy Council (QAELLN)

The QAELLN Council met four times during 1996. The QAELLN Council consists of representatives from industry, training providers, community groups, professional associations, funding agencies and tertiary institutions. The Council aimed to enhance workplace and community participation by all Queensland adults in vocational education and training by providing access to quality language, literacy and numeracy programs and services. In particular, it sought to increase access to programs in remote and rural areas.

The following diagram illustrates the organisation arrangements of VETEC.

ORGANISATION ARRANGEMENTS OF VETEC



ACHIEVEMENTS IN 1996

GREATER RESPONSIVENESS

Development of the Training Market

During 1996, the Queensland Government purchased training through competitive mechanisms which resulted in 267 contracts being awarded to TAFE and non-TAFE training providers. The value of these contracts totalled $25.7 million. The training purchased achieved an 11% saving on that which would have been spent through non competitive processes, indicating that some efficiencies have been driven into the market through the introduction of competition.

Training providers who were awarded contracts during 1996 were required to deliver training through a variety of flexible means such as full-time, part-time, part-time after hours, distance education, self-paced modules and on-site delivery. The requirements for flexible training delivery were specified by Queensland industry, and tenders submitted by providers indicated the increasing responsive and innovative manner in which industry training needs can be met.

Contracts that were awarded included specialised training aimed at target groups such as indigenous people, ethnic communities, people with disabilities, and people in remote and rural locations. The dynamics associated with the target groups required training providers to deliver training that was flexible and tailored to their specific needs and again demonstrated training providers' ability for greater responsiveness.

All training providers who submitted tenders during 1996, were required to have in place fully certified second or third party Quality Assurance (QA) systems and be registered with the State Training Authority to deliver the training. These measures were imposed to ensure that quality training was delivered. Further, training providers contracted through competitive mechanisms were subject to quality reviews, to ensure that registration standards and requirements were being met and providers were complying with the terms and conditions of the contract. The audit function is being further refined during 1997 to ensure that enhanced quality training is delivered in Queensland.

Training contracted during 1996 was identified by industry and Industry Training Advisory Bodies to meet training gaps within the vocational education and training market. Training for existing and prospective workers, as well as employment equity target groups and people in rural and remote locations, was identified to improve access and participation in vocational education and training. The increased flexibility built into specified training was aimed at increasing the accessibility of training to Queenslanders.

In addition, 950,000 Student Contact Hours were delivered in the Apprenticeship Training Pilot, a user choice trial conducted in South East Queensland in four trades: Engineering (Electrical) - Electrical Contracting; Engineering (Mechanical) - Motor Mechanics; Hairdressing; and Cooking.

These trades were selected due to the high number of apprentices currently registered and the potential for a wide range of training providers to deliver this type of training, giving employers and apprentices a real choice among providers.

Financial arrangements in place in Queensland have until recently meant that only the public provider has had access to funding for apprenticeship training delivery in Queensland. A major feature of the Pilot was the opportunity it

Rodney Elliott's boatbuilding apprenticeship let him realise his boyhood dream to sail. He's now a qualified tradesman working at Black Watch Boatbuilders on the Gold Coast.

presented for private training providers to access public funding for apprenticeship training.

Small Business Strategy

The development of a Small Business Strategy was endorsed by the Vocational Education, Employment and Training Commission to better integrate vocational education and training and small business, and examine strategies for training delivery to the small business sector. The development of a Small Business Training Advisory Committee was also endorsed to address these issues, provide suitable strategies to promote training in small business and respond to the training needs of this sector.

Consultation Process with Training Providers

A consultation process was undertaken with a cross-section of public and non-public training providers across the State, by Professor Kenneth Wiltshire of the University of Queensland. Training providers identified a range of issues regarding the future development of the training market including future funding arrangements for the vocational education and training sector, the need to enhance planning processes currently employed, and the relationship between training providers, schools and the university sector. The report on the consultation process was used to stimulate debate across the vocational education and training sector on a range of issues.

Industry Training Advisory Bodies (ITABs)

Implementation of new ITAB arrangements were introduced following the review which was undertaken in 1995. These new arrangements provide for a much more comprehensive industry coverage. Significantly, a number of new, growing and emerging industries now have the means by which to identify and address their training needs. Some $3.6 million has been allocated through the Industry Liaison Program to support the operations of the Queensland ITAB network. Seven of the Queensland ITABs were awarded project funding with the objective of improving their capacity to provide advice concerning training needs. Projects included enhancing the capacity of the ITAB to advise on the needs of particular groups (e.g. Indigenous peoples, people with a disability), regional areas of Queensland, and industry sectors previously not included in ITAB coverage.

Work commenced on an initiative to establish regional Round tables to improve the State vocational education and training planning process. In 1997, eight Roundtables will be established to advise VETEC and the Minister concerning vocational education and training needs on a regional basis. Each will comprise some 15 to 18 members, with representatives of business and industry, the community, training providers, and employee organisations.

ENHANCED QUALITY

Workplace Assessment Project

Employers in the rural, automotive, furnishing and retail industries commenced participation in Training Queensland's innovative Workplace Assessment pilot project in 1996. The project was developed on the premise that the success of competency based training rests with the workplace trainer.

It aims to educate a group of employers on the benefits of workplace assessment and provide them with the necessary skills as well as identifying how responsibility for appeals on workplace assessment can be devolved to industry.

Elements of the project include:

- Training a group of employers in workplace assessment processes. This aspect of the project is being conducted through a series of interactive workshops, using the most up-to-date distance education technology, enabling employers throughout the state to participate.
- A kit of materials, which offers a comprehensive step-by-step guide on topics including writing an employer training plan, how to assess employees and deriving competency.
- A database enabling the Industry Training Advisory Bodies (ITABs) for the four participating industries to record and monitor employer usage of the assessment process. It will ensure appropriate details are recorded to support an appeal against a workplace assessment.
- Establishment of regional networks to support industry and small business operators.

The 12 month project is expected to be completed in September, 1997.

Quality Providers and Courses

In Queensland during 1996, some 304 courses were accredited, 328 short courses were recognised, and 144 training programs were recognised. There were 239 additional providers registered in Queensland during 1996, consisting of 198 initial registrations and 41 interstate providers registered in Queensland under reciprocal arrangements. The total number of registered providers in Queensland at 31 December 1996 was 877.

A total of 135 quality reviews (audits) were conducted on registered providers by the Accreditation Council during 1996. This number was made up of 122 reviews resulting from a cohort selected by the Accreditation Council and 13 reviews as the result of complaint. Additionally, the Board of Senior Secondary School Studies conducted quality reviews of 124 senior secondary schools, registered to deliver recognised vocational programs, during 1996. All reviews were conducted on behalf of VETEC and were supported by industry representatives nominated by relevant ITABs.

Queensland Forest Industry Training and Education Consortium Quality Project

In December 1995, the Queensland Forest Industry Training and Education Consortium (FITEC) was awarded $50,000 in project funding to develop quality assurance procedures for their own operations, and at the same time produce a QA template for use by other ITABs. Significant progress has been made during 1996, with FITEC having completed the first external audit towards achievement of third party certification for ISO 9001. At least six other Queensland ITABs are well along the way to obtaining either second or third party certification, with the others at varying stages of progress.

IMPROVED ACCESSIBILITY

Traineeships and Apprenticeships

A significant number of competency-based wage progression orders have been developed for apprenticeship and traineeship training schemes. These include Building, Gulf Ringer, Hairdressing, Meat Processing, Dental, Cooking, Civil Operations, Printing, Power Manufacturing, Food Processing and Rural.

In 1996 in Queensland, there were 7,635 new approvals for apprentices and 11,181 new approvals for trainees. Group training schemes accounted for 1,430 new apprentices and 1,314 new trainees.

Group Training Schemes

Group Training Schemes employed 4098 apprentices and 1140 trainees. State funding provided to 21 Group Training Schemes was over $2 million, including $400,000 which was allocated for special initiatives to assist potential apprentices and trainees including the disadvantaged, those in remote communities and unemployed people.

NETTFORCE

Training Queensland has continued to streamline the approval and administration of training arrangements in Queensland. Since the NETTFORCE agreement was signed in 1994 some 47 NETTFORCE-sponsored traineeship models have been introduced. Not only has the number of traineeship models increased but far greater flexibility of delivery has also occurred. The majority of Queensland trainees are now trained primarily on-the-job with access available to traditional off-the-job training as required. The agreement has also provided a series of key client service benchmarks for Training Queensland Staff.

National Transition Program (NTP)

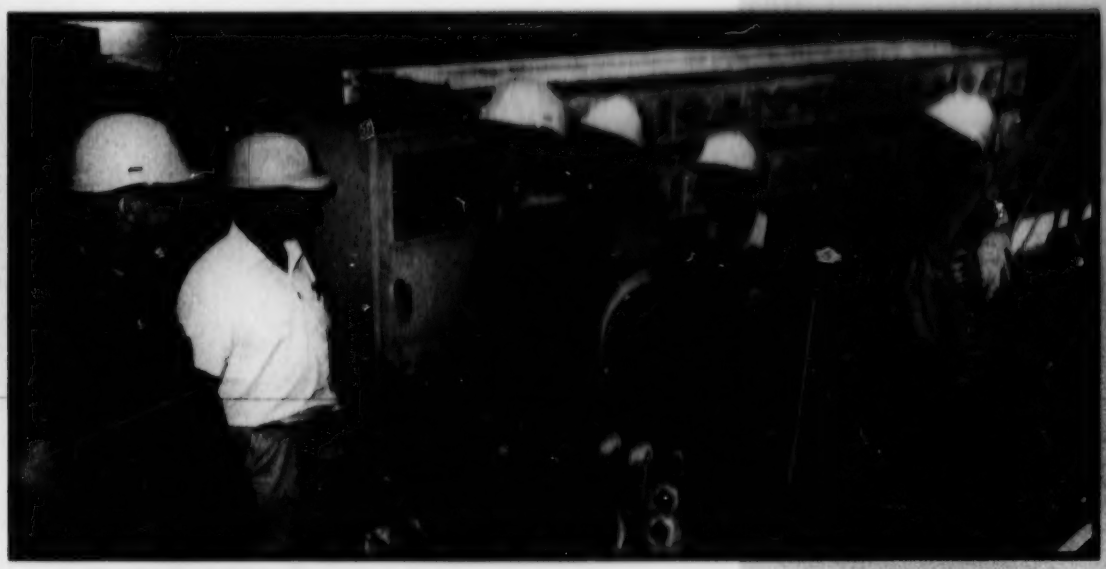
The National Transition Program (NTP) was developed to meet the target of implementing the former Australian Vocational Training System (AVTS) by 1997. It formed part of the AVTS Management Plan. Although the AVTS has been subsumed under the Modern Australian Apprenticeship and Traineeship System (MAATS) the National Transition Program continues and the program outcomes will be finalised and marketed under the MAATS banner.

Bernie Carlon, Executive Director, Training Queensland, chairs the NTP Committee which is comprised of State, Territory, Commonwealth and ANTA officers. The Committee made recommendations to the ANTA Board on the allocation of managing agent status responsibilities to States/Territories under the NTP. Most of the 44 curriculum conversion projects identified for translation under the NTP will be coming on-line between April and June 1997. Training Queensland will market these products as National Training Materials in the context of MAATS. Queensland remained committed to the NTP and was actively involved in the process with seven curriculum projects managed by TAFE Consortia and one project being jointly managed by Queensland and Western Australia.

Queensland jointly managed the development of a computerised national work placement database in cooperation with Victoria. Project funds of $700,000 were provided through the NTP.

Skill Centres

A number of skills centres were approved in 1996 which will improve industry ability to provide and procure suitable training to meet their needs. The centres include the Construction Industry Skill Centre, Pricar Vocational Skills Centre both in Brisbane, and Russco Industries Spray Painting Skill Centre in North Queensland. A further six feasibility studies are being undertaken to establish the viability of industry or regional Skill Centres.



Looking at the latest data technology at the Hyne & Son Pine Mill, near Maryborough, are (from left) Chris Sheels-Piggins, David Lightbody, Brett Ward, Dani Lewis, Sue Cash and Mark Lourigan.

Regionalisation of Training Queensland

Training Queensland continued to regionalise its programs and services throughout Queensland. New Training Queensland offices opened at Palm Beach, Upper Mount Gravatt, Chermside and Strathpine. Increases in Training Queensland's suburban and regional locations mean improved access for clients to training services.

The following services have been regionalised:

- apprenticeship and traineeship administration;
- training recognition administration for registrations and quality reviews;
- skills recognition administration; and
- community training programs.

From July 1996, Training Queensland successfully devolved its skills recognition services to Cairns, Rockhampton, Toowoomba, Maryborough, Lutwyche, Nambour, Townsville and Upper Mount Gravatt.

The regionalisation of the Tradeswomen on the Move program saw a significant increase in the number of schools and female students visited throughout Queensland. The program, which aims to promote female participation in non-traditional trade occupations, is no longer administered solely by a head office coordinator. Instead, it is being delivered by local networks including Training Queensland staff and successful female apprentices.

National Strategy Client Groups

Women

Work has commenced to develop an action plan to implement the National Women's Vocational Education and Training Strategy in Queensland endorsed by MCEETYA in July 1996. The Strategy is aimed at setting a national direction for

governments, industry and providers of vocational education and training and to ensure a focus on women as a major client group for the period of the Strategy, 1996 - 1999 and beyond.

The development of a Queensland response to the Strategy is linked to the annual State Training Profile and will involve industry commitments to the development of initiatives targeting women.

As part of the Strategy, Queensland has been awarded two projects for implementation in 1997 under the Equity and Change Project. These are:

- The Non-English Speaking Background (NESB) Women in Community Services and Health; and
- The Small Business Skills for Rural and Regionally Isolated Women.

Regional priorities projects undertaken by the Queensland Adult English Language, Literacy and Numeracy Council (QAELLN) have women as a significant client group. The projects addressed the need for literacy and numeracy skills for women from languages other than English backgrounds in regional areas, who wish to gain employment or access to further training.

Indigenous

To ensure the achievement of participation goals set for the Aboriginal and Torres Strait Islander people, Nagi Binanga commenced the development of an Indigenous Training Plan. This will inform the development of the annual State Training Profile as a strategic priority and is allied to the review and updating of the Strategic Plan.

English language and literacy curriculum development and research directed to the needs of remote communities have also benefited the Indigenous population.

An additional 100,000 Student Contact Hours (SCHs) from the Competitive Funding Program has been allocated for the delivery of additional Indigenous vocational education and training in 1997.

New traineeships are being developed for piloting in a number of rural and remote Indigenous communities which will include the development of literacy resources and a communications network.

ANTA allocated $3 million to Queensland from the VET Infrastructure Program, to be available over three years, to be used for the provision of infrastructure for training of Aboriginal and Torres Strait Islander people.

People with a Disability

The Vocational Education, Training and Employment Commission approved the allocation of funds to develop a Disability Strategy for the vocational education and training system. The purpose of the Strategy is to improve access, participation and outcomes for people with a disability in the vocational education and training system. The Strategy, which will be developed by a consultant during the first half of 1997, will provide principles, objectives, and suggested means of achieving those objectives.

Language and Literacy

The Queensland Adult English Language, Literacy and Numeracy (QAELLN) Council has been particularly attempting to increase access to programs in remote and rural areas and to extend provision beyond the eastern seaboard.

In 1996, Regional Priorities Language and Literacy Funding commenced with open tendering of programs to sites nominated by the six Training Queensland Regional Language and Literacy Networks. Where there were no qualified teachers in some small towns, accredited training organisations provided support at a distance for local personnel.

Vocational language and literacy programs were conducted in 78 sites to provide support for employees wishing to do training in the workplace.

ANTA Literacy recurrent funding was used to provide programs to the broader community through literacy programs in all TAFE Queensland Institutes and through the Community Literacy Grants program which allocates funding on a submission basis to non-profit organisations. This funding supports the training of volunteer tutors and their ongoing support in order to increase the flexibility of the delivery of programs to increase access for a wide variety of students.

An Aboriginal and Torres Strait Islander Literacy Conference was conducted in July 1996 to look at ways in which the delivery of literacy programs could be enhanced. A multimedia interactive CD Rom, integrating literacy into everyday events such as buying a car, was developed to assist in delivering literacy programs to Indigenous people.

Convergence of General and Vocational Education in Post-Compulsory Schooling

A major consultation process was undertaken in 1996 across the schooling and vocational education and training sectors on the convergence of general and vocational education in the post-compulsory school curriculum. The consultation process encompassed the views of teachers, school communities, industry, ITABs, and various peak bodies and associations. The report of this consultation process, Coordinating Diversity, supported vocational education as a legitimate component of the post compulsory school curriculum and proposed a range of measures to improve the school/vocational education and training interface.

INCREASED EFFICIENCY

Performance Resource Agreements

The Planning and Resource Management Directorate of Training Queensland develops Performance Resource Agreements with the training providers who receive public funding (TAFE Queensland, Queensland's Agricultural Colleges and Purchasing Branch). The Performance Resource Agreements set out the amount of funding each of the training providers receives and the amount of training that is expected to be delivered in return in line with the format of the State Training Profile.

During 1996 a number of developments took place at the national and State level to move towards greater responsiveness and increased efficiency of training delivery by placing greater emphasis on outputs and outcomes. At the national level, the adoption of an interim set of nationally agreed Key Performance Measures and improvements in data quality and comparability through the adoption of the AVETMIS Standard made it possible to introduce benchmarking VET performance using 1995 data as the base. This move resulted in increased emphasis from input and activity measures towards output and outcome measures. At the State level this was reinforced by the recommendations of the Queensland Commission of Audit to implement output based resource allocation.

Lisa Greenbury completed a retail traineeship with Barbeques Galore at Hervey Bay. Now she's a sales success with plenty to smile about.

To incorporate these developments, Queensland revised the Performance Resource Agreements to become an evaluation tool by introducing a greater emphasis on measuring performance as part of the resource allocation process. For this purpose the Performance Resource Agreements include the set of nationally agreed interim Key Performance Measures and additional performance measures against which baseline data will be collected and future performances assessed.

This development will be expanded in future years by developing, in consultation with training providers, a range of performance measures that adequately reflect training effort and can serve as a criteria to allocate resources for future years.

It is expected that evaluation of training delivery and output based resource allocation will also be introduced to training provision and delivery that takes place through competitive tendering, user choice and under the New Apprenticeships initiatives. It is envisaged that each recipient of public funding or provider of training will be required to enter into a Performance Resource Agreement and provide data on performance as part of the funding procedures, or the registration process.

Intranet Project

In December 1995, the Queensland Industry Training Council (QITC) was awarded project funding of $150,000 to develop and establish a communications and data network linking all Queensland ITABs, QITC, and Training Queensland. The resultant Intranet system has provided considerable efficiencies in streamlining communications between the parties, distribution of data, sharing of information, and through submission of Industry Training Plans in electronic format.

State Training Agency Clearinghouse

In 1996, Training Queensland developed the STAC (State Training Agency Clearinghouse) system to consolidate AVETMISS data collections from all Queensland vocational education and training sectors. The STAC unit will also provide quality assurance support activities to data providers.

In 1997, STAC is being further enhanced to give stakeholders timely and accurate data for planning, profile and performance management activities using an EIS (Executive Information System) tool. An AVETMISS data collection will also commence in the schools sector as well as a further extension of existing collections in the adult and community education and private provider sectors.

PLANS FOR THE FUTURE

The vocational education and training system in Queensland is continuing to develop a capacity to meet the broad needs and priorities of industry and individual customers. This is necessary in order to maximise the skills of the workforce to enhance the competitiveness of Queensland businesses. Fundamental to this is the provision of enhanced vocational education and training opportunities in a cost-efficient and equitable manner.

In 1997, a major report on a consultation process undertaken with the State's training providers by Professor Kenneth Wiltshire, of the University of Queensland, will be finalised. The report will provide a framework for continuing reforms to the vocational education and training system in 1997.

Over the period 1997 to 1999 Queensland will pursue a range of strategies to ensure that the following objectives are achieved:

- the reform of the apprenticeship and traineeship system through the implementation of New Apprenticeships;
- improvement of advisory structures and process to ensure that the vocational education and training system is meeting the needs of regional and business sectors;
- matching of cost efficient training delivery to industry and community needs, with respect to content and flexibility;
- implementation of vocational education and training in schools in cooperation with school and industry sectors;
- contribution to the direction of the national vocational education and training effort;
- delivery of streamlined processes for the recognition of skills and training;
- provision of effective service delivery to regional communities throughout the State; and
- provision of community training programs which improve the vocational skills of people disadvantaged in the labour market.

Key Issues for the Queensland vocational education and training system in implementing these strategies and achieving its objectives include:

- reviewing and rewriting the State's training legislation;
- considering the employment relevance of the vocational education and training system, particularly with small business and with respect to industrial relations changes;
- improving the accessibility of the vocational education and training system and linkages to industry and schools;
- increasing emphasis on user choice;
- working with industry and enterprises to develop a training culture;
- investing in training being the product of strategic and collaborative funding by the public and private sectors;
- implementing the National Competition Policy as a mechanism to achieve efficiency in vocational education and training;
- considering the recommendations of the Commission of Audit; and
- developing capital investment, development and planning processes which will support the development of a competitive training market.

INTRODUCTION

OVERVIEW OF THE WESTERN AUSTRALIAN SYSTEM

The Western Australian State vocational education and training system is comprised of five main elements:

- the State Training Board;
- the Skills Standards Accreditation Board (SSAB) Training Accreditation Council;
- a network of Industry Training Councils;
- the Western Australian Department of Training; and
- a network of autonomous colleges and private providers

The State Training Board is responsible for determining the State's training needs on behalf of the Minister. It provides advice on training policies, strategic issues and the overall performance of the State Training System. The Board has executive responsibility for the preparation of the State Training Profile, a key vocational training planning document for the State.

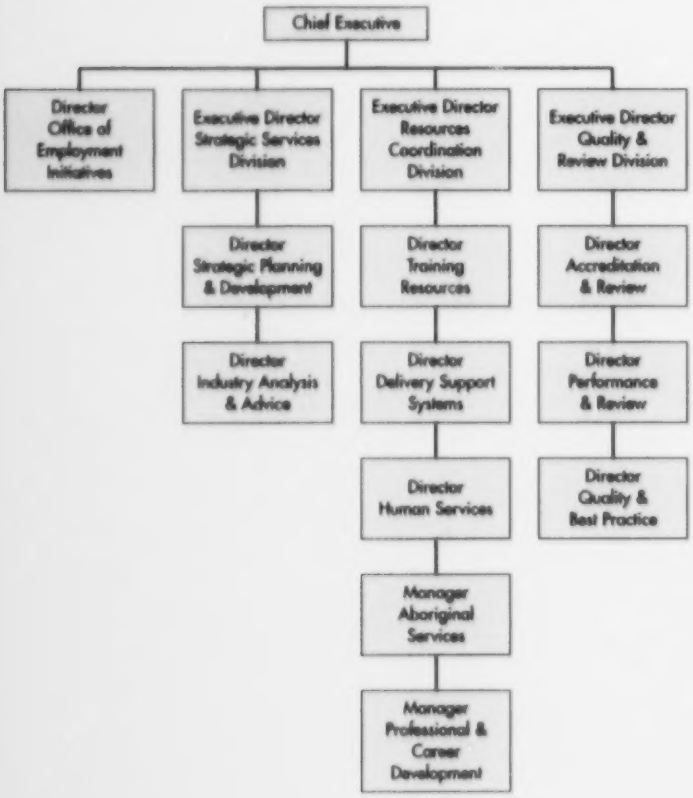
The Training Accreditation Council replaces the Skills Standards and Accreditation Board and is responsible for quality assurance and skills recognition in vocational education and training in Western Australia. The Council accredits courses, registers providers, recognises skills and qualifications, and provides advice on quality assurance and recognition to the State Training Board.

The 14 Industry Training Councils are responsible for maintaining communication linkages with industry and providing advice on training needs and skills standards. These Councils assist the State Training Board and the Department of Training by:

- providing advice on the current and future training needs of industry;
- promoting training needs and specific training reform initiatives to industry;
- liaising with relevant national Industry Training Advisory Bodies, and,
- providing industry advice in relation to courses submitted for accreditation and provider registration.

The Department of Training is responsible for the strategic management of the State vocational education and training system and is the nominated State Training Agency for the purpose of the Australian National Training Authority Act. The main focus of activities within the Department are centred around managing a market-driven vocational education system. The following diagram illustrates the structure of the Department.

WESTERN AUSTRALIAN DEPARTMENT OF TRAINING


Chief Executive
Director Office of Employment Initiatives
Executive Director Strategic Services Division
Executive Director Resources Coordination Division
Executive Director Quality & Review Division
Director Strategic Planning & Development
Director Industry Analysis & Advice
Director Training Resources
Director Delivery Support Systems
Director Human Services
Manager Aboriginal Services
Manager Professional & Career Development
Director Accreditation & Review
Director Performance & Review
Director Quality & Best Practice

ACHIEVEMENTS IN 1996

GREATER RESPONSIVENESS

Inaugural Premier's Award

Western Australia has one of the most comprehensive Maritime training facilities in Australia. $2 million major redevelopment of facilities in Freemantle wharf has allowed the co-location of Navigation and Marine Engineering with Aquaculture and Fishing.

Further enhancement of these facilities has occurred through the completion and assignment of the South Metropolitan College of TAFE's new Maritime Image built at a cost of $1 million and jointly funded by industry, the College and the Department of Training and the opening of a second centre, the Marine Training Centre, at Henderson.

This second centre has enabled South Metropolitan College of TAFE to achieve the 1996 Inaugural Premier's Award for "Provision for the Future of Western Australia". The college in collaboration with the Western Australian shipbuilding industry has developed a training program to ensure Western Australia's aluminium shipbuilding industry will have a skilled workforce to meet its rapidly expanding requirements.

Sean McNamara (Sous Chef and Apprentice Master - Burswood Resort Casino); Una Smith - 1996 Western Australian Apprentice of the Year.

New Facilities

New campuses at Peel, Busselton and Collie opened in 1996, will benefit a rapidly expanding population and industry base within these regions. The first stage of a planned $5.3 million Peel Regional Campus was completed and commenced operation in Semester 2, 1996. This facility will cater for 250 full-time and 400 part-time students. The Busselton campus of the South West Regional College of TAFE has provided students with access to full-time courses within this locality, which was not previously available.

Industry will benefit from the Collie Trades Centre opened in March, 1996 as training will be more relevant to the needs of employers and employees located within this region.

Alliance with University

Alliances between TAFE and University have progressed during 1996 with new alliances being formed. These include:

- the Advanced Manufacturing Technology Centre which has established linkages with Edith Cowan University, Curtin University of Technology, Murdoch University and the University of WA in a range of programs;
- North Metropolitan College of TAFE entering into a joint venture with Edith Cowan University to deliver Special Constables' training for Westrail and Special Constables selection process for MSS Securities Pty Ltd; and
- Midland College of TAFE being successful in negotiations with Edith Cowan University in articulation from college courses into University courses and in achieving advanced standing in some specific courses and subject areas.

Facility for Small Business

The Small Business Institute established in the north metropolitan region of the State, is the nation's first specialised small business training facility, drawing on international best practice courses and linking with the finest Australian programs. Services provided by the Institute include assistance to industry, government and commerce in identifying training requirements and customising services to meet these needs.

Training for the Retail Sector

North Metropolitan College of TAFE utilised national project funds to design, pilot and evaluate a flexible delivery model for skills development and recognition in the retail industry, matched against National Competency Standards. The project enabled employment-based learning to operate in parallel with formal instruction and learning, and has assisted the extension of training opportunities into an industry area with little publicly funded formal training.

Shedhands and Shearers

Shedhands and shearers will be trained on-site and on-the-job in the Gascoyne, Midwest, Goldfields, South West, Great Southern and Wheatbelt regions by private providers skilled in the wool industry. This has culminated from North Metropolitan College of TAFE's trialing of a Shedhand and Shearer Training Project during 1996 and efforts of the Primary Industries Training Council in identifying suitable training providers.

Road Plant Operators

Road Plant Operators will benefit from Kimberley Regional College of TAFE's success in obtaining a grant from the Shire of Wyndham - East Kimberley to provide a road plant operators' course. This course will be provided in collaboration with Argyle Diamond Mines Pty Ltd.

Security Industry

Efforts to address the training needs of Western Australia's Security Industry has had a spill-over effect on training for new industries. The Advanced Manufacturing Technology Centre utilised national funds to identify and address the training needs of the security industry in this State. The report on the outcomes of these efforts provided a model for identification of the training needs of emerging industries and clarified the role of the vocational education and training system with respect to emerging industries.

Small Business Training Opportunities for Women

Small business is a major growth area for employment, with women comprising the greater proportion of new small business operators. National funds were used to develop a flexible training program to assist women to obtain the competencies required to operate as employers in small business. The program which included consideration of all aspects of delivery, was designed and trialed in two States, Western Australia and South Australia. The pilot outlined various means to progress trainee uptake, including potential linkages with traineeship programs.

Skills Centres

A number of prominent industry associations were assisted by the Department and national funding to establish skill centres during 1996. These include:

- the Chamber of Commerce and Industry of Western Australia which utilised $1.2 million of national funding combined with $1.8m industry contribution, to establish a "state of the art" metals and engineering skill centre south of Perth on the Kwinana industrial strip; and,
- the Western Australian Hotels and Hospitality Association which utilised $575,000 of national funding combined with $654,000 industry contribution to establish a hospitality skill centre in the heart of Perth.

Training Administration Bodies Assist Industry

Six Training Administration Bodies (TABs) were established in August 1996 to assist the administration of apprenticeships and traineeships. The TABs were selected through a competitive tender process for their mix of technical and training skills. They include public and private training providers, Group Training Companies, industry associations and community organisations. Each TAB represents an industry or geographic region in Western Australia. As apprenticeship and traineeship training arrangements continue to progress, it is anticipated that the numbers of TABs will grow and that they will have an increasingly important role as regulatory processes continue to be developed.

Self-Managing Enterprises

Several Western Australian companies which have a minimum of 10 apprentices or trainees have been registered as Self-managing Enterprises (SMEs) which enables them to manage their own training administration. Registration requires

compliance with a range of criteria, to ensure the quality of the administration processes. Companies must have approved monitoring and assessment systems in place, and sufficient administration capacity to become an SME. Among SMEs registered in 1996 are major resource companies, Hamersley Iron, Woodside, BHP and Western Collieries; large retailers such as Coles Myer, as well as Bunnings, Midland Brick and WesTrac. This quality based, devolved training administration arrangement is unique to Western Australia.

Increased Flexibility

TAFE Colleges throughout Western Australia have implemented systems to increase flexibility in education and training. Strategies include:

- conducting seminars with industry to introduce computer assisted and computer managed learning packages;
- expanding the number of Telecentres and Open Learning Centres available to clients;
- introducing fast-tracking options for industries such as aquaculture, human services, rural studies and engineering;
- utilising the Internet to deliver national metals modules; and
- providing training on-site.

ENHANCED QUALITY

The WA Quality System

The WA Quality System for Vocational Education and Training system was officially launched in November, 1995.

This system has been developed to encourage the achievement of quality standards that emphasise continuing improvement as the means for achieving excellence in training. The system provides an overarching framework, which supports training organisations in the further development of their individual quality approaches. The system encourages organisations to adopt a balanced approach to quality, encompassing key quality management elements, including quality assurance, quality improvement, monitoring, benchmarking and best practice.

Substantial progress has been made in the implementation of the quality system. All TAFE colleges and Independent colleges and selected private providers completed quality system self-assessments as a forerunner to seeking endorsement against the quality standards in 1996. Six training organisations also participated in a pilot of the external validation process.

Considerable support is being provided to training organisations in implementing the quality system. Training organisations are given the opportunity to further develop their quality approaches through accessing consultancy and support services made available by the Department. Emphasis is placed on the joint development of vocational education and training system-wide quality strategies and processes.

In 1996 four training organisations achieved quality endorsed training organisation (QETO) status. It is expected that a further 10 training organisations will attain quality endorsed training organisation status by June 1997.

The Department of Training is also aiming to achieve QETO status in 1997 and is currently implementing an extensive quality management program, designed to enable the Department to meet the quality system standards. This includes the development of a comprehensive and integrated customer service approach for the Department.

The Department is committed to continuously improve the quality system to meet changing client and customer needs and expectations. An evaluation of the approach to implementation is underway and further refinements are planned to key elements of the system.

Consistent with the Department's role in promoting opportunities for improving quality across the vocational education and training system, a project is being undertaken to identify training organisations that can demonstrate best practice in service delivery and management processes. These practices will be disseminated to other training organisations, through a range of strategies including on-site visits, training forums and workshops in 1997.

Competency Based Assessment

A Competency Based Assessment Discussion Paper was distributed to all key stakeholders in the vocational education and training sector including industry, employer organisations, industry advisory bodies and training providers (public and private) for comment. The paper was also accompanied by a comprehensive consultation process. On the basis of this information, a Competency Based Assessment Framework has been developed and endorsed by the State Training Board. The Framework will be launched and promoted in early 1997 and its impact monitored and evaluated during 1997/98. A review of the Framework will be undertaken in 1998.

The Framework provides guidance to training organisations developing assessment processes and policies ensuring increased consistency and enhanced quality in the delivery of assessment services.

Increased Applications for Registration and Accreditation

Registration and accreditation applications endorsed by the Skills, Standards and Accreditation Board (functions now undertaken by the Training Accreditation Council), have increased significantly, indicating a greater implementation of quality based recognition processes in the vocational education and training sector. The number of private providers registered was 60% greater than in 1995, signifying an opening up of the training market.

Streamlining Processes for Accreditation

The introduction of the vocational education and training Legislation in January 1997 provided the opportunity to streamline the policies and procedures for quality assurance of providers through provider registration and recognition of training through accreditation. Proposals are being developed for implementation by the Training Accreditation Council and the State Training Board for approval by the Minister.

VET in Schools

Given the renewed attention to vocational education and training in schools and the implications this has for students moving from school to the vocational education and training sector, the Department established the Quality VET-Schools Initiative Project. The overall goal of this initiative is to promote

vocational education and training curriculum in schools, linked both to general education and to post school employment and training outcomes, in an effective and efficient manner, for the individual learner, and the community generally.

The Director of this initiative was seconded to the Department of the Curriculum Council of WA in September, 1996, to assist the development of the new K-12 Curriculum Framework.

Increased Provision of VET in Schools

There has been a significant increase in the number of vocational education and training programs being offered in the schools sector. This is a direct result of the close liaison between the Department of Training, Education Department of WA, the Secondary Education Authority and the Interim Curriculum Council.

Initiatives which have strengthened the links between the vocational education and training sector and schools are the development and refinement of the following initiatives outlined in the publications: *Selection Criteria for Admission to TAFE Full-Time Courses, Your TAFE Guide to Advanced Standing for Secondary Students and Your Guide to Advanced Standing for TAFE and University Students.* These are widely used in schools as tools for clarifying students' post-secondary pathways and for promoting training as a valuable and viable higher education option.

Continuous Improvement

Between September and November 1996, the Western Australian Department of Training and the State Training Board hosted three significant public events celebrating excellence in vocational education and training and further strengthening the links between government, industry, training organisations and our young people. The events were:

- Workskill '96

Western Australia held Workskill competitions in the regions of North West, Goldfields, South West and Perth in the second half of 1996. Over 60 competitions were run in the broad skill areas of: automotive and vehicle; building and construction; computing and technology; client services; electrical and electronic; engineering and metal; hospitality and food.

- Training Excellence Awards

This prestigious evening showcased achievement and excellence occurring in the vocational education and training sector. A highlight of the 1996 Training Excellence Awards evening was the inclusion of the Vocational Education and Training Lecturer of the Year Award. The inclusion of the Vocational Education and Training Teacher of the Year Award now sees the Training Excellence Awards celebrating excellence in the entire gamut of vocational education and training: student, training deliverer, industry and training organisations.

- Quality Training: Creating the Competitive Edge

The *Quality Training: Creating the Competitive Edge* Conference was a two and a half day event held in late November 1996. The Conference presented over 70 local, national and international speakers from training organisations of quality and best practice repute, some 300 delegates from the vocational education and training sector across Australia, private and public training organisations, government and industry also attended. The Conference provided a forum in which participants could view, learn and understand quality and best practices being cultivated in the vocational education and training sector.

IMPROVED ACCESSIBILITY

Women

Non-traditional fields

Women's participation in non-traditional areas has been assisted through the planning of courses under the Tradeswoman on the Move Program. These courses have been developed in consultation with industry and many of them are currently in progress.

There has been an increase in participation of women in apprenticeship training over the last 11 years. In 1985 there were 130 women participating in apprenticeship training, whereas in 1996 there were 550 women enrolled in apprenticeship courses.

Other strategies have included tendering for Special Equity Funds for preparatory courses for women in non-traditional trades.

Professional development programs to assist staff teaching women in non-traditional fields have been implemented. These include:

- a joint initiative between the Women's Program Unit and the Department of Training, in which a Gender Inclusive Training Package is made available to staff employed by both public and private training providers; and,
- as part of the Special Equity funding submission, requesting funds be made available to ensure all teaching staff receive training in Gender Inclusive Teaching methodologies.

Recognition of Prior Learning (RPL)

The implementation of Recognition of Prior Learning (RPL) for women as key clients of training (in 1995 females constituted 53.0% of publicly funded vocational education and training enrolments) has been assisted through:

- providing staff development workshops for staff employed to deliver the New Opportunities for Women program, to increase awareness of the importance of implementing processes to recognise prior skills of women participating in new training;
- issuing copies of the handbook and facilitators manual "Life Experience Counts" to regional TAFE centres; and,
- new research to update training programs for women from diverse language and cultural backgrounds, and the New Opportunity for Women's program, will assist to emphasise the need for skills recognition in preparation for the implementation of RPL.

Aboriginal and Torres Strait Islander People

Mainstreaming of Borders Wiya Central Desert Project

Recurrent State funding of $197,000 was utilised to fund the Inter-State Co-operative Borders Wiya project. This was designed to address the vocational education and training needs of adult Aboriginal people living in remote communities, in the region adjoining the junction of the borders between Western Australia, the Northern Territory and South Australia. This should enable the delivery of approximately 18,000 Student Contact Hours to Aboriginal people in Western Australia.

Michelle Simms (apprentice Dental Technician) - Western Australian and National Winner of the 1996 Aboriginal and Torres Strait Islander Student of the Year.

Child Care Facilities

The responsibility for providing child care facilities to Aboriginal and Torres Strait Islander people which are culturally appropriate, has been devolved to Training Providers. They are required to implement appropriate strategies to meet these requirements for ATSI students enrolled in their organisations.

New Initiatives

Initiatives are in place to improve the provision of vocational education and training to Aboriginal communities to allow the pursuit and expansion of local business opportunities, particularly in the tourism and hospitality industry. These include:

- the opening of a new training facility at Halls Creek;
- the upgrading of facilities at Pundulmurra College;
- providing information to Aboriginal clients associated with community based organisations on an ongoing basis by Bureau staff, particularly two Aboriginal Development Officers;
- running the Certificate in Access to Further Employment in relation to the North Australian Conservation and Tourism Project at Pundulmurra College;
- conducting cultural awareness training for non-Aboriginal people on an ongoing basis. Further emphasis will be given to education of this type in the Aboriginal Services' 1996/1997 Strategic Plan; and,
- offering Certificate courses in Environmental Health in the Kimberley and the Pilbara for the Health Department of Western Australia through Pundulmurra College. These courses are offered in the form of two week block release programs. The Essential Services Work program is being offered in the Kimberley.

Special Projects

Two nationally funded projects have been directed at the vocational education and training needs of Aboriginal and Torres Islander people. These are:

- Flexible Delivery in Vocational Education and Training: Implications and Issues for Aboriginal Students and Communities

This project has identified a series of issues of general relevance relating to open learning strategies and flexible delivery procedures in the provision of vocational education and training. The report raises a substantial range of questions related to open learning strategies and flexible delivery procedures, in the context of vocational education and training for Aboriginal students. These questions involve key principles for consideration by providers of education and training, and offer beneficial directions for their future examination.

- Evaluation of the Scope and Effectiveness of Access Programs for Aboriginal People: The New Opportunities for Aboriginal Women Program and the Challenges and Choices for Young Aboriginal Women Program

This project evaluated two programs for women from remote Aboriginal communities to determine their scope and effectiveness in meeting the cultural, social and economic needs of Aboriginal women. The project identified essential requirements for the success of vocational education and training re-entry programs for these clients.

People without Adequate English Language, Literacy and Numeracy Skills

A State Implementation Group has been established for the National Collaborative Adult English Language and Literacy Strategy (NCAELLS) and has held quarterly meetings since March 1995. State Implementation Plans are revised annually and have been supported by State wide collection of data for language and literacy effort across all funding sources conducted in March - April 1996.

ANTA Adult Literacy funds have been utilised to support four projects directed at the integration of literacy and numeracy into industry training, such as workers employed in the metals and carpentry and joinery trades. Other initiatives include:

- the funding of two Enterprise Projects in which students were assisted to function as an editorial team appointed to produce magazines, as part of their accredited training; and,
- conducting three introductory workshops for users (i.e. training providers) of the National Reporting System to better equip them to utilise these processes. Further workshops are scheduled for 1997.

Promotional strategies to address barriers in participation for people with literacy needs include:

- the development of literacy package as part of the promotional strategy for Adult Learners Week in the State. This package addresses social stigma, provides information about the services provided by the Western Australian Department of Training and, identifies referral agencies and community organisations. All media outlets were provided with this package and given the opportunity to conduct radio interviews and participate in a 25 minute documentary for the ABC;
- advertising the National Reading Writing Road Show Hotline, (a DEET funded National Project which offers a national referral and student assistance service) at two metropolitan cinemas;
- updating the "Hotline" National database;
- conducting workshops for Information Officers and reception staff, employed in metropolitan and regional TAFE colleges to further promote literacy awareness within the vocational education and training sector; and,
- incorporating literacy and numeracy as a rated criteria in training provided through competitive tendering arrangements. This has resulted in a significant increase in awareness by personnel in training organisations, of the need to address literacy and numeracy as an integral aspect of entry level training.

People with a Disability

Initiatives implemented by the Disability Services Unit to improve access to vocational education and training include:

- establishing a network of Disability Liaison Officers (DLOs) to provide a point of contact in TAFE Colleges as a first step in providing a more comprehensive and appropriate service for students with disabilities. This network will enhance the training opportunities for people with disabilities,

From left: Ross Lightfoot, MLC; David Corboy (Workskills International Gold Medal Winner); Ian Hill (Chief Executive, WA Department of Training); Russell Williams (Chair, State Workskills Coordinating Committee) - at the WA Workskill medal presentations.

who reside in regional and remote areas of Western Australia. Staff training and support services for this network are provided by the Disability Services Unit;

- the development of a Disability Service Plan by the Department of Training, as required by legislation under the Western Australian Disability Services Act (1993). This plan provides an integrated description of objectives, strategies and associated timelines to achieve the following outcomes for people with a disability:
- the continuous improvement of vocational education and training services to meet the needs of people with a disability;
- improved access to public buildings and facilities;
- the provision of information on training services and programs in formats that meet the communication needs of customers with a disability;
- vocational education and training advice and services are delivered by staff who are aware of, and understand the needs of customers with a disability;
- the provision of opportunities for people with a disability to participate in public consultations, decision making processes and grievance mechanisms. Under the requirements of the Disabilities Services Act 1992, all Public Sector organisations are required to develop Disability Service Plans. Training providers including TAFE and Independent Colleges have met these requirements;
- implementing and monitoring staff development strategies utilising "Response*Ability* - People with a Disability: Skilling Staff in Vocation Education, Training and Employment Sectors". Strategies include the training of facilitators and co-facilitators within the TAFE and independent College network. The aim is to enable Colleges to assume greater responsibilities for the development and delivery of their own staff training with the assistance of the Disability Services Unit where required; and
- a number of services were initiated for people who are hearing impaired in the vocational education and training sector. Guidelines for the employment of specialist support personnel are documented. The roles, responsibilities and employment conditions of Interpreters and Note takers, working with students who are hearing impaired, and participating in mainstream training courses, are outlined. These documents were trialed in semester 1, 1996 in TAFE and Independent Colleges and were available to all sectors of the vocational education and training system in July. The number of hearing impaired students participating in mainstream TAFE courses, continues to show a slight but steady increase, particularly school leavers enrolling into full-time courses. There has also been a gradual increase in student curriculum hours in the Certificate of General Education, for people who are hearing impaired.

Adult Community Education

Adult Learners Week

A second successful Adult Learners' Week was held in September 1996, resulting in a greater awareness and recognition of ACE and the important role it plays in lifelong learning.

Recognition of Prior Learning

A policy framework for Recognition of Prior Learning (RPL) has been developed and includes provision for ACE. This was assisted through a joint TAFE/Learning Centre Link (LCL) project in which three LCL courses (i.e. Computer Confidence; Life Experience Counts; and Floral Arrangements) were translated into TAFE or national competencies. A booklet published by Midland College of TAFE outlining the comparable competencies for these courses was subsequently endorsed by all TAFE Colleges.

National Conference

The then Minister for Employment and Training, the Hon. Norman Moore, endorsed the Department's support for the Western Australian Branch of the Australian Association of Adult Community Education (AAACE) to hold the 1998 national conference in Perth.

Awareness Raising Package

Funding of the "*Opening Doors*" report and a number of relevant recommendations stemming from this report, by the Department of Training, resulted in the development of an Awareness Raising Package, "*Our House*" being workshopped and subsequently used at numerous ACE Centres.

State Policy

Activities planned for 1997 to assist in the formulation of State policy on ACE include:

- an evaluation of the role of the ACE sector scheduled to occur during March - June, 1997; and
- the implementation of a "Pathways" planning project which will focus on developing a detailed picture of the formal and informal ACE-VET linkages and arrangements for women.

These activities, together with the results of the review of national policy on ACE, will inform development of State policy directions.

INCREASED EFFICIENCY

Monitoring the Performance of the VET Sector

Effective quality assurance mechanisms and performance measures are in the main based on accurate information on client usage of, and satisfaction with services offered. A number of major client surveys were conducted in 1996 to provide this information.

The 1996 WA Graduate Satisfaction and Destination Survey

The *1996 WA Graduate Satisfaction and Destination Survey* was conducted to gather up-to-date information on graduate satisfaction with the quality and relevance of TAFE training, and information on graduate outcomes such as their employment status and further study intentions.

A total of 8,046 graduates were sent questionnaires, with 4,166 responding, representing a response rate of 52%.

Employer Satisfaction Survey

In late 1996 some 2,000 Western Australian employers from a wide range of industries took part in the second statewide Employer Satisfaction Survey. The

aim was to obtain employers' views on the quality, relevance and availability of vocational education and training services.

For the first time in a survey of this type, the report identifies the factors that influence employer satisfaction. The factors, in order of importance to employers, were identified as:

- employee performance on the job;
- value for money (both in monetary terms and downtime);
- relevance and flexibility of course content;
- consultation with industry;
- service delivery (training times and locations); and,
- training resources (physical resources and teaching staff).

These and other findings from the survey will be used to develop strategies which will assist Western Australia meet the current and future needs of industry.

Survey of VET Delivery in Rural and Remote Areas

A Survey of Vocational Education and Training Delivery in Rural and Remote Areas was conducted in 1996. The study had three main purposes:

- to identify and evaluate the outcomes derived from the Department's investment in training in rural and remote areas;
- to assist training providers by gathering useful qualitative information that they can use to further develop their services and products; and,
- advise on changes and developments that may be implemented to enhance the vocational education and training market in rural and remote areas.

The study was undertaken on a regional basis and involved more than 100 interviews with Training Providers (TAFE and non-TAFE), training customers (industry and the community), equity bureaux, regional development bodies, enterprises, senior staff within the Department and metropolitan Colleges which provide services to rural and remote areas throughout WA.

The WA Department of Training and key stakeholders from each region will use the findings to strengthen and further develop the training market.

Outcomes Based Management

Performance data gathered through a variety of quality assurance mechanisms and performance monitoring processes are utilised by the Department of Training to continuously improve vocational education and training within Western Australian. The development of an Outcomes Based Management model which includes strategic planning, resource and performance management within its framework, will further support this performance driven approach to improvement of training products and services.

The Western Australian Department of Training established a project working group at the end of 1996 to progress this initiative. Early research has been completed and the next phase of the project will focus on the identification of "best practice" in Outcomes Based Management.

Strategic Resource Management

The Department of Training was awarded the 1996 Inaugural Premier's Award for Strategic Resource Management for three key achievements of the Training Resources Directorate which substantially support its strategic directions. The achievements were:

- the implementation and progressive development of a program of Competitive Tendering of Training Services;
- the development of a new purchasing model for TAFE Colleges, which will provide the basis for the introduction of a pricing approach; and
- the development of processes for Strategic Assets Management.

Specific accomplishments in 1996 were:

- Quality endorsement of the tendering process

The Training Markets Units within the Training Resources Directorate achieved ISO9002:1994 quality assurance from Bureau Veritas Quality International, for the procurement of training services by tender. This accreditation has enabled the Department to manage its own tender process in compliance with State policy, and not to have to utilise the services of the State Supply Commission, as was required previously.

- Costing guidelines for tender submissions from publicly funded training providers

A user friendly guide for publicly funded training providers to fully cost training tender submissions, was developed and distributed in August, 1996. This guide was designed to help public providers comply with the competitive neutrality requirements of the Government's competitive tendering and contracting guidelines.

- Delivery and Performance Agreements

Delivery and Performance Agreements have been refined to make them sufficiently robust to underpin the new legislation to become effective in 1997. They emphasise the achievement of a "bottom line" target, and compliance with the profile matrix purchased by the Department rather than the delivery of specific courses. These agreements, which currently operate on a calendar year basis, will move to a three year agreement from 1998. They are negotiated with colleges and specify the approved training profile for the college; the level of funding, including special equipment and minor works items; reporting requirements; the refund mechanism to be applied if delivery targets are not achieved; and other responsibilities.

- New process for Capital Works Submissions

A new process for submissions for capital works which requires TAFE and Independent Colleges to submit applications addressing "key drivers" of:

- demand: i.e. industry and/or student demand;
- effectiveness: i.e. improved functionability or access to clients and innovative development;
- legislative requirements (e.g. occupational health and safety); and
- unique opportunity or risk management for capital investment/resource allocations.

The existence of clearly identified drivers and newly developed assessment techniques, including the formation of a Strategic Assets Management Prioritisation Committee comprising the Department's Chief Executive, relevant Departmental Directors and representatives from three external agencies, including Treasury and the Education Department of Western Australia.

New Awards

In July 1996 the Department concluded a Federal Certified Agreement for TAFE lecturers with the Australian Education Union. The agreement delivered a 15% pay increase in two stages, in return for changes to award conditions to allow greater efficiency and flexibility in TAFE Colleges' ability to deliver training courses.

An Enterprise Bargaining Agreement for clerical and administrative workers was registered in the W A Industrial Relations Commission. This agreement delivered an 9% pay increase in three stages for past productivity improvements; variation of award conditions and a productivity improvement plan. The Department also concluded a Collective Workplace Agreement for clerical and administrative workers which was registered with the State Commissioner for Workplace Agreements. This agreement contained a 13% pay increase in three stages for past productivity improvements, the modification of award conditions (including implementation of a 40 hour week) and a productivity improvement plan. The second and third increases in both agreements is conditional on the actual achievement of productivity targets in the productivity improvement plan.

PLANS FOR THE FUTURE

1996 has seen the further development of the Western Australian vocational education and training system to one which is essentially client focused and outcomes based. New legislation prepared in 1995, to become effective in January, 1997 in which the separation of overall policy, system priorities and resource allocation (the Department of Training) from those who deliver the training (TAFE colleges, Independent colleges and private providers), has fostered changes in function and practice of organisations throughout the State vocational education and training system.

New alliances have been formed, including those with Industry and Universities. Cross-sectorial linkages have been strengthened, resulting in articulation between sectors and new pathways for students which link school, vocational education and training programs and university. Quality assurance and quality improvement processes have been progressed throughout the vocational education and training system and new processes to assist strategic management developed and implemented.

The enactment of the new vocational education and training legislation in 1997 will complete the separation of the Department of Training from TAFE colleges. Future directions of the Department will be guided by new strategic planning processes, which focus on the long term vocational education and training requirements of industry, individuals and communities and a quality system which encourages the achievement of quality.

INTRODUCTION

OVERVIEW OF SOUTH AUSTRALIAN SYSTEM

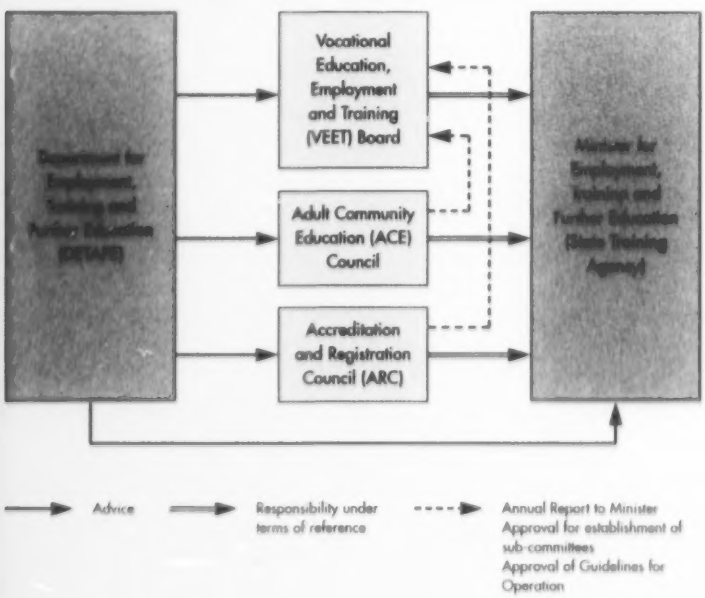
The year has been a challenging one for the vocational education and training sector, with a number of major initiatives and achievements.

Substantial progress has been made in the fundamental shift to a more broadly conceived vocational education training system comprising TAFE Institutes, private providers, enterprise training and community-based providers. The Department has facilitated an expansion of the training market by funding training in the vocational education and training sector through competitive tendering mechanisms which will provide greater opportunities for choice by clients and enhance flexibility and responsiveness.

The pressure of operating in this diverse and complex environment necessitated a new approach to Departmental structures, methods of operation and work practices. The department has been restructured to reflect a clear separation between purchaser and provider functions.

The vocational and adult community education and training structures and relationships in South Australia are depicted below.

VOCATIONAL AND ADULT COMMUNITY EDUCATION AND TRAINING STRUCTURES AND RELATIONSHIPS IN SOUTH AUSTRALIA


Vocational Education, Employment and Training (VEET) Board
Adult Community Education (ACE) Council
Accreditation and Registration Council (ARC)
Advice
Responsibility under terms of reference
Annual Report to Minister
Approval for establishment of sub-committees
Approval of Guidelines for Operation

1996 Careers Expo

Stakeholders in the South Australian vocational education and training system include:

- Industry Training Advisory Bodies (ITABs);
- Regional Development Boards;
- Employer bodies;
- Employee bodies;
- Enterprises;
- Target group peak bodies;
- Community groups;
- Students;
- Government departments and advisory bodies;
- Registered private providers;
- TAFE SA;
- Skills Centres;
- Group Training Schemes; and
- Adult Community Education (ACE) providers.

ACHIEVEMENTS IN 1996

Major reforms were implemented in the vocational education and training sector to increase the quality and quantum of vocational education and training delivery across South Australia. The reforms focussed on continuing improvements in access, quality and costs of vocational education and training programs and services, simplified structures, and a greater flexibility including expansion of the amount of training funded through training market mechanisms.

GREATER RESPONSIVENESS

Choice and Diversity

Substantial progress was made in the fundamental shift to a more broadly conceived vocational education and training system comprising TAFE institutes, private providers, enterprise training and community based providers.

In line with State and national policies to expand and diversify the vocational education and training sector, a much greater proportion of public funds was distributed through competitive processes in 1996 than in previous years.

A significant opening up of the training market was achieved with the expansion of the General Tender Program. In 1994 $200,000 was allocated, in 1995 $1.2 million, and in 1996 $3.6 million. Applications were invited from enterprises, industry and community organisations and registered training providers. The training delivered under the program was in the priority industry training areas identified in the State Training Profile process of 1996. These were:

- community services, health and education;
- computing (including converging technologies, information technology and multimedia);
- food processing (particularly the wine industry);

- general education and training (including language, literacy, numeracy);
- primary industry (with an emphasis on value-adding sectors of production horticulture, floriculture, viticulture, forestry, aquaculture);
- tourism and hospitality; and
- utilities (with an emphasis on electronic engineering).

As a result of this expansion, the 1996 State Training Profile target for the General Tender Program of 375,439 student hours was surpassed, with 550,662 hours of accredited training delivered to the 31 December, 1996. As a percentage of the total hours, TAFE SA delivered 35% (241,205 hours), with private providers delivering the remaining 65% (309,457hours).

Funds are also available for programs in strategic priority areas that cannot be resourced through the General Tender Program or base funds. They include the continuation of the User Choice Pilots in the areas of engineering, electrical and automotive apprenticeships. Further trials in hairdressing, motor mechanics and electrical will be implemented in 1997 to allow systems to be developed. Implementation across all trades is expected to occur in 1998 consistent with the decisions of the ANTA Ministerial Council.

In addition, South Australia participated in the ANTA National Project User Choice Pilot through a traineeship program under the auspices of the Office for the Commissioner for Public Employment. The application of the 'user choice' model expanded the range of training options for both employers and employees in both public and private sectors. The advantages included the employment of public sector trainees for the first time in rural and remote regions of the State, and the employment of trainees in a range of 'new' occupational areas.

The State Government has historically provided funds to the University of South Australia and to Tauondi Inc. (an autonomous institution governed by an Aboriginal Council) for the provision of vocational education and training. These funds are now directly influenced by the priorities identified in the State Training Profile and are subject to improved accountability arrangements.

TAFE SA also responded to 1996 priorities through directed public funds and fee for service activities.

Industry Advice

In 1996, the State Industry Training Advisory Boards were required for the first time to provide industry training plans according to negotiated and significantly improved guidelines for the development of the 1997 State Training Profile.

Access and equity requirements have been incorporated into both the ITAB Performance Agreements and Industry Training Plan guidelines.

The advice of the Industry Training Advisory Boards was complemented by information from peak employer and employee agencies, including the Employers' Chamber of Commerce and Industry Incorporated, United Trades and Labor Council as well as the Economic Development Authority and for the first time, the 15 Regional Development Boards.

In developing the 1997 State Training Profile, particular effort was directed towards mechanisms for the integration of regional advice with that of industry. This was in recognition of the significant role regional development bodies contribute to the economic development of the State in ensuring that the training provided is adequate and relevant to the local needs of the area. The Vocational

Education, Employment and Training Board conducted visits to the Riverland and South East regions of the State, meeting with regional development bodies, community and registered training providers and observing enterprise based training programs first hand. In addition, TAFE Institutes have a long and proud tradition of working closely with their regional industries and communities to provide a high quality and responsive training service.

The integration of regional data into the State vocational education and training arrangements will be further developed and refined in future plans.

Development and Endorsement of Competency Standards

Review of curriculum design policies has included advice on how to incorporate key competencies in courses. The Accreditation and Registration Council includes a check of the inclusion of key competencies in the process of accrediting courses.

The Certificate in Rural Office Practice (CROP) is a competency-based course developed by TAFE SA and run in all States and Territories. In 1996 the course had 2,000 students enrolled, making it the biggest rural program in Australia. The course targets farm women, many of whom operate as business partners on family-run farm businesses. The course has been designed for flexible delivery to cater for students living long distances from campuses. CROP has become a benchmark in rural education. The course provides significant outcomes for students participating in the program. Many courses around Australia are now following the CROP example.

Small Business

The drive to support training for small business gained momentum with initiatives from a range of stakeholders in the vocational education and training sector. The Vocational Education, Employment and Training Board designated small business as a strategic priority for vocational education and training in South Australia to support the State's economic development focus on small business.

Some of the initiatives occurring in 1996 were:

- The establishment of a small business traineeship;
- Small Business Professional Development (Best Practice) program funded by DEETYA. The primary aim of the scheme is to develop and test ways of providing training to small business employers/workplace trainers and assessors. Three projects are under way:
  - light manufacturing - to trial approaches in working with small businesses to create and implement training development plans for six small businesses in the South East region;
  - agriculture and horticulture - to provide rural enterprises with on job training and assessment skills so they can deliver accredited training; and
  - general project - to undertake research on factors supporting and inhibiting accredited training in small business; to develop several models of training for small business owners/operators so they can be involved in delivering and supporting accredited training; and to trial and improve these models.
- development of a course in Trade Office Practice which will build on the successful model of the Certificate in Rural Office Practice;

- considering support for training for small business as part of the formation of the new Information Industries Training Advisory Board;
- small business is one of the focus areas of the Employment Strategy of the Employment Division of the Department for Employment, Training and Further Education with initiatives being developed for 1997;
- Self Starter program to assist young people in small business. Small grants are available to persons aged 18 to 25 to help get their business started;
- the Adult Community Education Council is focussing on providing occupational health, safety and welfare training, communication skills, food handling skills, and client service skills to small businesses; and
- the South Australian Training and Development Group, comprising Executive Officers from all State Industry Training Advisory Boards, managed an ANTA-funded project on identifying the needs of women managers in non-traditional small businesses. Negotiations are under way to use an existing training package which will meet the objectives of the project.

ENHANCED QUALITY

Best Practice and Quality Assurance

Work proceeded on the development of a Quality Endorsement System for the vocational education and training system in South Australia to be trialed in 1997, with full implementation of the system expected to commence in 1998.

The System incorporates and extends arrangements for the accreditation of courses and registration of training providers established under the National Framework for the Recognition of Training in 1992. In particular, the System:

- expands the range of activities for which organisations can be registered;
- adopts customer satisfaction as a key measure and determinant of quality;
- embraces the principle of continuous improvement; and
- encourages organisations to adopt sound management practices in the conduct of their business.

The South Australian Quality System provides two recognition points for organisations, namely:

- registration as a training organisation; and
- quality endorsement.

The System is consistent with directions contained in proposals for the development of an Australian Quality Framework.

Pending the trialing and full implementation of the Quality System, a range of measures will be adopted to ensure the quality of services provided by publicly-funded vocational education and training organisations, including:

- accreditation and registration under the National Framework for the Recognition of Training; and
- contracts which specify levels of performance expected of funded bodies.

Responsibility for the quality process for maintenance of standards was devolved to TAFE SA. The Course Standards Quality Assurance Policy will be revised to reflect this change in responsibility.

Under revised policy initiatives the Department has made its curriculum more accessible to other training providers in the vocational education and training sector. Providers wishing to deliver DETAFE owned courses must be registered by the Accreditation and Registration Council as a quality measure.

Collaborative strategies have been developed with the school sectors to ensure quality delivery of vocational education and training curricula.

The Department's policy - vocational education and training in the South Australian Certificate of Education (SACE) Arrangements (VISA) - enables schools to deliver vocational education and training curriculum through collaboration with an institute of TAFE, so that learning outcomes can be appropriately recognised.

The Accreditation and Registration Council requires registered providers offering DETAFE (Department for Employment, Training and Further Education) owned courses to participate in the Department's processes for the maintenance of course standards.

Staff Development and Management Improvement

Two management development programs were implemented across the vocational education and training sector, Management Enhancement Team Approach (META) and Best Practice Process in Management Development. Approximately 80 people participated in each. A support network has been operating for public and private providers who participated in META. The Best Practice Process in Management Development is accredited at AQF level 4 or 5 with credit transfer arrangements with the University of South Australia.

Accreditation

Registration and accreditation of private training providers and enterprises has been available in South Australia since 1992 and at December 1996 there were 285 private providers registered.

During its first year of operation, the Accreditation and Registration Council developed a policy framework for its operations and links with clients. New guidelines have been developed and widely published in print form, on disc, through workshops and newsletters. Two user guides and a series of brochures have been published. A draft policy on assessment in line with arrangements proposed by the former Standards and Curriculum Council has been prepared. Consultation to progress this work will continue early in 1997.

Client Service Standards have been adopted by the Accreditation and Registration Council. A client satisfaction survey instrument has been developed and piloted to monitor adherence to the standards.

The Department was instrumental in the incorporation of the Professional Educators, Workplace Trainers and Assessors Association (PEWTA) established to look after the interests of its members who are drawn from private, public and industry sectors.

IMPROVED ACCESSIBILITY

New Apprenticeships

During 1996 South Australia continued to support the National Transition Program for the AVTS by contributing to national policies and projects. South

Australia acted as managing agent for Commercial Cookery, Printing, Polymer and Automotive projects which are due for completion in March 1997.

Industry reference groups advise on and assess new courses for accreditation under the Australian Qualifications Framework. This includes courses developed as part of the Australian Vocational Training System.

Spencer Institute of TAFE piloted an Aboriginal Tour Guides AVTS traineeship delivered in the region to encourage Aboriginal participation in tourism.

RAAF 1997 Careers Expo.

Young People

An innovative array of employment and training programs targeting young people has been implemented.

The Vocational Education and Training in SACE arrangements (VISA) policy was formalised in 1996. This is a joint policy and strategy between the Department for Employment, Training and Further Education, the Department for Education and Children's Services, the Independent Schools Board, the Catholic Education Office, and the Senior Secondary Assessment Board of South Australia. It formalises and promotes school to work pathways. The policy enables the delivery of vocational education in schools and provides formal recognition of student achievement for further education and employment.

Procedures and mechanisms for the formal reporting and certification of vocational achievements by school students are now in place in all institutes of TAFE.

Guidelines and principles were developed for the allocation of funds to the government and the non-government school systems to expand the delivery of vocational education and training in schools. A particular focus is being placed on access by rural and non-metropolitan schools and clusters of schools to funds, to meet specific employment opportunities in regions.

VISA arrangements have been established in the areas of viticulture, agriculture, automotive, business studies, hospitality, communication and community services.

Group Training Schemes

Group training schemes make it easier for business, particularly small business, to take on an apprentice by a system of sharing the apprentice or trainee. 2,050 students will participate in 1996/97, representing an increase of 20% on the previous year.

Performance Agreements linking funding to the achievement of qualitative and quantitative outcomes in core activities were implemented in the 1995/96 financial year. Group Training Companies are required in their Agreement to commit to the attainment of access and equity outcomes.

People Under-Represented in Vocational Education and Training

A range of activities have been undertaken to improve the access and outcomes for those people under-represented in vocational education and training. They include:

- the VISA arrangements which improve the pathways from school to work by giving recognition to vocational education and training in schools;

- distribution of pamphlets promoting the recognition of prior learning in a range of community languages to TAFE Institutes;
- access and equity performance criteria and reporting requirements in the guidelines of the general tender program and the ITAB Performance Agreements and industry training plans;
- the development of an *Access and Equity Strategy for Publicly Funded Vocational Education and Training;*
- development by the ITABs of a general procedure to assist in assessing an individual's competencies against industry standards, which will be published in a variety of languages;
- a number of initiatives to facilitate access for students with a disability to accredited vocational training; and
- consultation with representatives of target groups about the needs of their client groups, for inclusion in the 1997 State Training Profile.

A significant achievement was the establishment of a Communications and Equity in the Workplace Network for enterprise and ITAB linked training providers. The Network focused on professional development and information sharing.

Resources to facilitate flexible and inclusive design and delivery of vocational education and training have been identified and information provided to providers bidding for public funds. Further promotion and development will occur in 1997.

Women

The South Australian Training and Development Group has managed an ANTA funded project on identifying the training needs of women managers in non-traditional small businesses. A literature search has identified an existing package which will meet the objectives of this project and negotiations are under way for its use.

A number of initiatives are under way to increase women's participation, including:

- a project to identify changing patterns of women's participation in vocational education and training, commissioned following the completion of a report on employment outcomes for women;
- the development and implementation of an industrial illustration course for women; and
- the holding of a Women in Science, Engineering and Technology Forum.

The *National Strategy for Women in Vocational Education and Training* was launched in the second half of 1996. A State Implementation Plan is being developed and will be launched in 1997.

A discussion paper on access and equity in the publicly funded vocational education and training sector was developed and distributed for comment. An Equity Plan of Action was developed for the 1997 State Training Profile.

Aboriginal and Torres Strait Islander people

An Access and Equity Policy for Aboriginal and Torres Strait Islander people was finalised. It is intended that the policy provide a basis for the further

development of strategies which are aimed at assisting Aboriginal and Torres Strait Islander people to increase their access to, and successful participation in, vocational education and training.

Activities of the Aboriginal Employment, Education and Development Branch of the Department during 1996 included:

- pursuit of the State and national employment, education and training policy goals;
- review of the Aboriginal Study Centre Program, which provides a highly successful education mechanism for Aboriginal people;
- development of performance indicators and performance targets which will guide Aboriginal employment and education for the 1997 to 1999 triennium; and
- continuation of the Family Wellbeing Program which adopts a holistic community development approach for Aboriginal communities throughout the State. A total of 105 students completed Stage 1 and 350 people received trauma counselling.

The ANTA funded project undertaken by Regency Institute of TAFE which addressed the need to increase the participation of Aboriginal people in vocational education and training, in particular the basic technical programs, was completed. The key outcome is a proposal for a systematic process whereby indigenous Australians can more fully participate in vocational education and training with the provision driven by the Aboriginal community for their purposes at least in the earlier stages. The concept of 'community engineering' was developed to describe the framework in which those in local communities can learn the essential technical skills to maintain and develop their own community.

The project findings have been well received by Aboriginal groups, and in 1997 there will be pilot trials for training in community engineering.

People with a Disability

Response*Ability* continued to be implemented in flexible delivery mode across TAFE SA. Status has been negotiated in the Bachelor of Teaching with the University of South Australia, for staff who have completed Response*Ability*.

The report of the ANTA funded national project, *Planning Together - Collaborative approaches to the participation of people with a disability in vocational education and training*, was completed. The project explored the potential which exists for collaboration between the disability sector and vocational education and training sector organisations, with particular reference to collaboration at the level of planning and policy development (as opposed to service and program delivery).

Initiatives to facilitate access for people with a disability to accredited vocational training include:

- The Students in Training program at Adelaide Institute, which provides accredited training and practical experience in restaurant service and kitchen attendant skills for students with learning difficulties;
- a multi-skill prevocational course for students with a disability;
- completion in January 1997 of the training component of the Horticulture Traineeship (nursery) by five students with an intellectual disability; and

1996 Careers Expo.

- successful negotiation of a horticulture traineeship to assist people with an intellectual disability gain open employment.

A Disability Action Plan to improve participation by people with disabilities in vocational education and training is also being developed. Consultations with students with a disability and relevant organisations are being undertaken.

People from rural and isolated areas

In 1996 a multi-faceted approach continued to be taken to clarify and respond to the needs of people from rural and isolated areas.

The VEET Board and Departmental officers directed attention to the development of a regional vocational education and training planning strategy. In 1996 the 15 regional development boards were involved in consultations which contributed to the development of the 1997 State Training Profile. Regional data supplied by the boards was integrated into the industry training plans developed by the State ITABs. The capacity of the regional development boards to identify vocational education and training as an integral aspect of the regional economic strategy varies. Structured links between the ITAB network, regional development boards and the Department for Employment, Training and Further Education are being strengthened. Joint planning activities are planned for 1997 to assist the development of the 1998 plan.

VET in SACE arrangements meet the needs of students, particularly those in regional areas, by providing relevant choices of study and training and, at the same time, provide coherent pathways to employment and/or further education - pathways whose purposes and destinations are clear, relevant, well understood and valued by the local community.

Significant work continues between the Department and the universities to improve access to higher education, particularly in the regional areas. This is being achieved by:

- joint use of telelearning and learning centre facilities in the Spencer Gulf, Far North and Eyre Peninsula;
- collaborative delivery and articulated awards in the South East and Eyre Peninsula, in conjunction with Flinders University, namely Disability Studies and Aquaculture; and
- a first year of a Bachelor of Accounting (UniSA) offered through the Murray Institute of TAFE at Berri.

Some 37% of the General Tender Program funds allocated in 1996 assisted in the training of individuals living in non-metropolitan regions, including the Riverland, South East, Spencer, Mid North and Barossa.

Unemployed people

Funding levels to the State's labour market programs have been maintained.

KICKSTART and the State Government Entry Level Training Scheme continue to operate effectively in providing employment and training opportunities in a large range of vocations. KICKSTART provided 313,002 hours of accredited training in 1996 (target was 250,000), compared with 339,963 hours in 1995. A total of 2,889 participants commenced KICKSTART employment programs with 1,868 participants gaining employment.

The Employment Broker Scheme has been expanded to include a community brokerage arrangement with DOME (Don't Overlook Mature Expertise) which is contracted to deliver 1,000 employment outcomes in 1996/97.

Initiatives to address the employment and training needs of unemployed persons, regional youth and employers include:

- the Regional Labour Exchange designed to meet seasonal labour shortages in regional South Australia, being piloted in three rural locations;
- Upskill SA, a whole of government mechanism requiring contractors tendering for major outsourced Government projects to provide training opportunities for young people. The scheme was implemented in mid-1996 and applied to building and civil construction contracts;
- the Self Starter Scheme, introduced in mid-1996, provides small business management training and targeted start-up assistance grants to young people wishing to enter into business. Some 108 people were provided training in small business management and 11 grants were provided in 1996; and
- the IT Skills Advantage funds initiatives to make unemployed people competitive in the job market by developing their information technology related skills in industries which are likely to be major utilisers of these technologies. Some 15 young people participated in 1996.

In 1996 1,831 young people (aged 15 to 19 years) participated in KICKSTART for Youth activities, with 820 gaining employment. This has continued to be one of the most effective training programs run in Australia with an average 70% employment or training outcome.

People without adequate English language, literacy and numeracy skills

South Australia has supported the implementation of the National Language, Literacy and Numeracy Competencies Framework, through cross-referencing the curricula for the Certificate in Preparatory Education and Certificate in Introductory Vocational Education against the descriptions of outcomes in the ANTA endorsed National Reporting System.

South Australia has participated in the national review of the National Reporting System (NRS). It is proposed that the NRS descriptors be used in the development of curriculum and training package for English Language, Literacy and Numeracy (LLN) programs and for the incorporation of the LLN competencies into vocational programs in South Australia.

South Australia is continuing to develop, through the State strategy for National Collaborative Adult English Language and Literacy Strategy, a policy paper on incorporating language, literacy and numeracy competencies in vocational education and training curriculum and training programs.

People with non-English speaking backgrounds

A new program, Professional Interlink, provides a key link between migrants with specialised skills and South Australian industries and enterprises where their skills are required. This innovative program assisted 80 overseas qualified professionals in their efforts to gain employment in their profession in Australia. The program in its pilot year had an impressive 65% success rate in obtaining employment in the relevant professions. This represents an excellent training investment, benefiting industry, the economy and the community.

INCREASED EFFICIENCY

Integration and co-ordination of activities

To improve the responsiveness, efficiency, effectiveness and accountability of the vocational education and training sector in South Australia, the Department has strengthened the integration of policy and planning with budgeting and monitoring.

Prominent strategic policies and planning initiatives have been developed in response to state and national imperatives. They include:

- New Apprenticeships

South Australia is committed to this national cooperative policy between the Commonwealth, States and Territories and is progressing the implementation of New Apprenticeships.

- Commercial Activity Review

A review of the Department's commercial activities to ensure compliance with national competition principles and legislation. Pricing policies will be reassessed against competitive neutrality principles.

- Contracting Out of Physical Resource Functions

Significant savings are expected through the contracting out of physical resource functions such as maintenance, minor works, cleaning and security. Detailed statements of requirements have been prepared and the cost/benefits of the proposal will be tested following receipt of tenders from selected companies.

- Cost Management of Capital Infrastructure

The overall management of infrastructure assets for the vocational education and training sector is being reviewed to determine key policy issues related to third party access, capital charging and separation of ownership/provider roles.

- Information Technology

The development of the Information Technology Strategic Framework and the Corporate Infrastructure Implementation Charter has enabled key result activities to occur in areas such as the Virtual Learning Environment, development of an on-line content in selected educational programs, World Wide Web services, security, network and systems capacity planning and facilities management.

A total of 27 video-conferencing sites have now been established across TAFE SA, making it one of the biggest electronic classrooms in Australia.

- Management Accounting and Resource Allocation Project

A specific project was established to make recommendations on policy and practice for unit cost and management accounting development in DETAFE, and to assist in the development of a resource allocation model based on the principles of funder/purchaser and provider, unit costs, productivity and equity.

- Capital Development Strategic Plan

Work commenced on the compilation of a Capital Development Strategic Plan which will include consideration of the context and policy framework through which public funds and resources may be applied to the provision of vocational education and training in the most efficient and cost effective manner.

- the role of adult community education provision in TAFE SA

A framework for the strategic planning and policy development of adult community education within TAFE SA was developed by a specially appointed taskforce. The recommendations detailed in their report will be implemented during 1997.

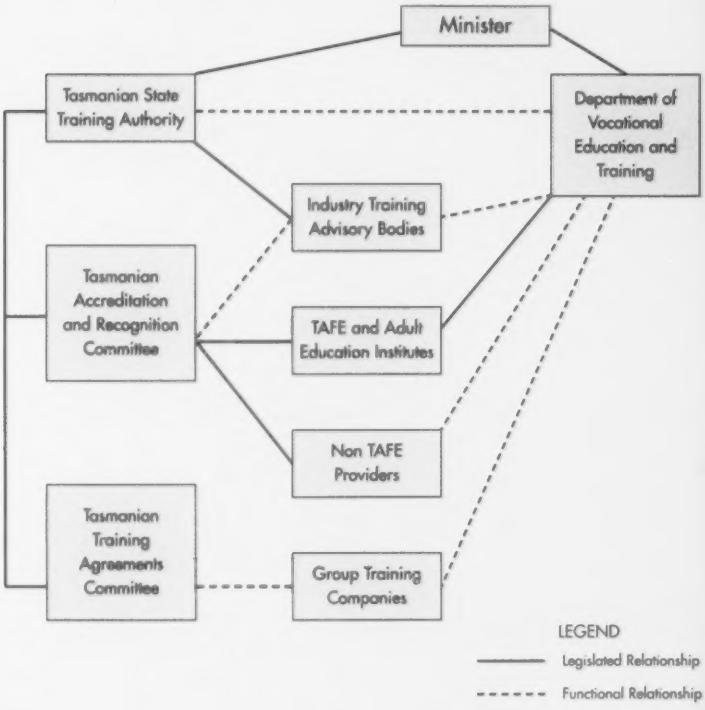
PLANS FOR THE FUTURE

The State's key policy and planning objectives will be to:

- foster an environment in which there is greater understanding of the relationship between vocational education and training, economic development, enterprise support and attraction, and employment growth;
- support the objectives of the State government, particularly in the areas of small business and information technology;
- continue improvements in access, quality and costs of vocational education and training programs and services through simplified structures and greater flexibility;
- allow for a balance in the provision of training, particularly between entry-level, upskilling/reskilling the existing workforce and lifelong learning opportunities;
- increase South Australia's skill levels to improve employability and transferability in line with skill requirements of industry and enterprises;
- accommodate the changes brought about by User Choice, including the implementation of New Apprenticeships;
- facilitate an expansion of the open training market;
- improve responsiveness to labour market demands and shifts in industry requirements, particularly in relation to the needs of small business;
- implement a quality system across the vocational education and training sector;
- enhance educational pathway planning and lifelong learning opportunities, particularly through improved management strategies and infrastructure support of adult community education;
- enhance and develop on-line systems to expand flexible delivery services;
- strengthen links between State vocational education and training Strategic Plan objectives, budget processes and operational planning; and
- develop the Corporate Plan 1998-2000 to provide an evolving framework which will position the planning and management of vocational education and training in South Australia to be strategically addressed.

INTRODUCTION

THE TASMANIAN EDUCATION AND TRAINING SYSTEM



In Tasmania, vocational education and training is governed by the *Vocational Education and Training Act 1994* and is a responsibility of the Minister for Education and Vocational Training. The Minister is supported by the Tasmanian State Training Authority (TASTA) in relation to policy and planning, and by two statutory committees, the Tasmanian Accreditation and Recognition Committee (TAReC) and the Tasmanian Training Agreements Committee (TTAC), which have executive powers in relation to recognition of training and managing training agreements.

The Minister is supported administratively by the Department of Vocational Education and Training (DVET). The Department provides secretariat services for TASTA, TAReC and TTAC and system level direction of, and support for, TAFE institutes and the Institute of Adult Education.

ACHIEVEMENTS IN 1996

The Tasmanian Department of Vocational Education and Training undertook a range of activities in 1996 to address State and national priorities:

- The target number for traineeship commencements for the calender year 1996 was 932. The actual number of commencements achieved was 1,609, exceeding the target by 73%. Compared to 1995, traineeship

commencements in 1996 increased by 77%, while apprenticeships increased marginally. Federal government recognition of Tasmania's achievement in exceeding traineeship targets resulted in additional funding being received by the State.

- Tasmania progressed implementation of VET in Schools in 1996, developing a co-ordinated approach through a joint education and vocational education and training committee and joint development and delivery by the schools and post schools sectors of accredited vocational education and training.
- Infrastructure initiatives enhanced the Tasmanian VET sector's responsiveness to client needs in 1996. The $10.5 million redevelopment of its Hobart campus consolidated the Drysdale Institute of TAFE's status as one of the leading hospitality training providers in Australia, with a national reputation for excellence. Construction also began during 1996 on a new Metal Fabrication Training Facility to expand the operation of the Hobart Institute of TAFE's College of Aluminium Training on site at Incat shipyards. Incat is a rapidly expanding Tasmanian company that has established a position of world leadership in the design and production of large aluminium catamaran vessels.
- State priorities focusing on the contribution of accredited vocational education and training to industry and enterprises of strategic significance to Tasmania were also supported with the approval of funding of on-site training at enterprises such as Starwood Australia, Global Lightning Technologies, and International Catamarans. On-site training facilities were provided at Global Lightning Technologies through State, ANTA and industry funding.
- New flexible delivery initiatives incorporating computer and internet access, as well as on-site delivery of training, at the Hobart, Launceston and North West Institutes of TAFE enhanced access to vocational education and training by a range of clients who would otherwise have been restricted by location or other barriers to participation.
- Access to training by clients was further enhanced through access and equity initiatives including construction of a new child care and learning centre at the Launceston Institute of TAFE, removing barriers to participation for students requiring child care.
- Tasmanian group training companies continued to provide support to Tasmanian industries, providing increased opportunities, especially to young people, to gain career skills. The excellence of the support given to industry by one Tasmanian group training company was recognised in 1996 in its involvement in skills acquisition programs in countries such as Fiji, Singapore and Indonesia.
- The Tasmanian Institute of Adult Education produced a booklet on recognition of prior learning best practice for the adult and community education and VET sectors as an ANTA national project which has been successful in gaining national recognition.
- In 1996, the agency participated in a range of initiatives as part of the State's continued commitment to financial management reform. The Tasmanian budget was presented on the basis of output methodology, requiring DVET to link service provision to outputs. The agency's corporate plan was revised to reflect the close relationship between corporate objectives and the production of outputs. Accrual reporting was implemented by the agency for the 1996-97 financial year. This has provided a more commercial focus for

A 3rd year motor mechanic apprentice making adjustments on a rally car.

reporting, enhancing the agency's ability to accurately measure its financial performance and position. The implementation of accrual reporting has occurred in conjunction with initiatives to ensure effective asset management.

- In 1996, extensive revision of management, financial, personnel and student management information systems continued, enhancing the timeliness, efficiency and value of data available to the agency and to government.
- The Minister instigated a wide ranging review of TAFE and Adult Education in Tasmania, to examine whether commercialisation or corporatisation of part or whole of the TAFE and Adult Education system would provide greater efficiencies and flexibility in providing quality training both to Tasmanians and to new, emerging opportunities in the national and international marketplace. The review was managed by a steering committee consisting of representatives of industry, TAFE, DVET, the Department of Premier and Cabinet, and the Department of Treasury and Finance, and was scheduled for release in the first quarter of 1997.

GREATER RESPONSIVENESS

Opening up the Training Market

In 1996, DVET continued the expansion of activities to develop the training market, with increased funds being allocated through competitive bidding processes.

User Choice pilots were conducted in 1996 in traineeship areas such as retail and office skills where competition had previously been established through competitive bidding processes. All registered providers of off-the-job training for traineeships nominated for the pilots, were eligible to participate in pilot User Choice arrangements, with the proviso that travel costs for trainees from regions where registered providers were available would be paid only in exceptional circumstances.

Evaluation of pilots indicated employer, client and provider satisfaction with the User Choice arrangements piloted in 1996.

Skill Centres

Further expansion of the training market resulted from the approval of enterprise-based skill centres in 1996 for Global Lightning Technologies and the Hobart City Council, with an industry skill centre being approved for Northern Group Training.

Distribution of Training Between Industry Sectors

In 1996, the Tasmanian Training Profile was the planning instrument through which the Tasmanian State Training Authority directed ANTA growth funds towards meeting the needs of industries and community. In determining priorities, advice was sought from industry training advisory bodies and other industry parties. Advisory mechanisms included representatives of target groups agreed by Ministers, TAFE institute councils, peak employer and employee organisations and Tasmania-Development and Resources. Monash/Syntec forecasts, advice from the DVET Research Branch and documents published by The Tasmanian Department of Treasury and Finance were also considered.

Planning took into account the National Strategy for Vocational Education and Training and factors such as:

- the State's economic situation;
- evidence of emerging skill shortages;
- expected output and employment growth in identified industries and occupations;
- changes in technology and work practice;
- new training approaches;
- the need to develop core and generic skills;
- the need to further improve equity in access to training;
- the need to enhance quality, flexibility and efficiency in delivery of training; and
- the need to remove barriers to recognition of skills.

Distribution of funding was determined by reference to a range of criteria including:

- strategic importance of industry sectors to the Tasmanian economy;
- developmental importance of industry sectors;
- employment opportunities;
- established demand;
- unmet demand;
- consistency with national priorities;
- delivery capacity;
- cost effectiveness; and
- consistency with access and equity goals.

Industry Training Advisory Boards (ITABs)

In 1996, ITABs commenced operating in accordance with a revised structure which ensured more comprehensive industry advice and a closer correlation of Tasmanian and national ITABs.

Flexible Training Initiatives

The Hobart Institute of TAFE Flexible Learning Centre provided wider access in 1996 to vocational education and training through a variety of flexible delivery initiatives including:

- delivery of the National Staff Development Committee TAFE Open Learning and Flexible Delivery National Staff Development Program embedding flexible delivery concepts and practice within TAFE institutes;
- creation of community enterprise centres at eight rural sites from the Tasman Peninsula to Devonport increasing student access to training in accounting, computing and small business management;
- development of flexible delivery resources and assessment tools workplace training for various clients including Corrective Services, Cadbury Schweppes and Australian Newsprint Mills;

- trials with other states of video conferencing leading to establishment of links with the Department of Education for students to access training;
- response to a specific enterprise problem at Australian Newsprint Mills, with the provision through flexible delivery of new national curriculum in process operations;
- development and delivery of accredited training on-site in partnership with Cadbury Schweppes, with formatting of the training modules into computer-managed learning mode occurring in 1996 for delivery in 1997; and
- development of print based and computer-managed learning flexible delivery packages for Firefighters Certificates at a number of levels. Delivery of packages commenced in Tasmania in 1996 and will extend to Victoria and South Australia in 1997.

The North-West Institute of TAFE continued innovative programs in 1996 to develop industry/enterprise on-site delivery options and open access to mainstream students as follows:

- industries accessing on-site delivery options in 1996 included Cascade Breweries, Gibson Stock Feed, Simplot (Ulverstone, Devonport and Scottsdale), McCains (Smithton), Lactos, UMT (Wynyard and Devonport), Goliath Cement, Brambles Stevedoring, Pasminco Gold Mines of Australia (Queenstown), Aberfoyle and Australian Paper (Burnie and Wesley Vale);
- co-operative arrangements with mainland institutes extending delivery options included video conferencing with the University of Melbourne - Gilbert Chandler College and the Canberra Institute of Technology, with programs delivered in a joint venture arrangement through the Internet;
- research and implementation of a variety of instructional design techniques utilising computer-based resources and hard copy modular configurations; and
- rolling intakes in the metal trades and office administration areas improving utilisation of facilities and resources and providing a more flexible response to client needs.

Small Business Initiative

A Small Business Project Officer worked closely with Industry Training Advisory Boards, peak employer and employee bodies and public and private training providers to develop a set of good practice principles for provision of training to small business. Small business owner/managers also completed Workplace Trainer and Assessor training and were encouraged to form networks to discuss assessment issues, provide mutual support and support on-the-job providers of training in workplace assessment. Strong interstate ties were formed between small business professional development project managers, ensuring national outcomes for the project.

Outcomes of the project were to:

- create assessor networks within the target industries;
- facilitate partnerships between training providers and small business;
- encourage training providers to use good practice principles when providing workplace assessor courses;

- enable small businesses to undertake training which suits their needs, is delivered at times and in ways which suit the business cycle of the enterprise, and offers a follow up service from the training provider to reinforce skills learnt through mentoring; and
- enable participants to gain skills to identify skills shortages within their enterprises and to either train their own staff or access training for them.

TAFE Metal Fabrication Training Facility

Construction began during 1996 on a new Metal Fabrication Training Facility to expand the operation of the Hobart Institute of TAFE's College of Aluminium Training on site at Incat shipyards. Incat is a rapidly expanding Tasmanian company that has established a position of world leadership in the design and production of large aluminium catamaran vessels. This $8 million project represents the government's strong commitment to access to appropriately skilled labour for developing enterprise.

ENHANCED QUALITY

Quality Assurance

1996 saw the initiation of a project to develop a quality framework for vocational education and training in Tasmania. Key objectives of the project include:

- development of a framework which included principles, standards, assessment arrangements, validation, certification, and quality improvement arrangements;
- development of an implementation strategy; and
- implementation of the framework.

It is anticipated that the framework will be endorsed by the Tasmanian State Training Authority and implemented during the first half of 1997.

The development of the framework is complementary to the following initiatives which further developed quality arrangements in 1996:

- the Institute of Adult Education (IAE) commenced development of a quality framework. The IAE is also a META site and commenced development of a management improvement strategy;
- the commercial services arm of the North West Institute of TAFE commenced establishment of certifiable quality systems required for ISO9001 accreditation. Benchmarks established assisted with continuous improvement and as the unit interfaced with every school in the institute, understanding of quality concepts and procedures developed;
- 140 TAFE institute staff, including senior management, undertook a competency based quality customer relationships training program which delivered measurable improvement in client focus; and
- DVET introduced two customer service charters, as part of a whole of government commitment to quality customer service. One charter addressed the needs of employers, business and others, while the other addressed the needs of TAFE and Adult Education students, setting out standards of performance and providing a feedback mechanism.

Best Practice

National projects undertaken in Tasmania in 1996 documented best practice as follows.

- *"Tikiri" - An Adult Learning Experience*, a project undertaken by the Hobart Institute of TAFE, described an innovative teaching program for outside school hours care and children services. The project:
  - demonstrated an educational environment which explored principles underlying adult learning with specific reference to competency-based training, outcome focus, student-controlled learning and recognition of prior learning; and
  - documented adult learning through the various phases of an action learning project in a teaching environment;
- Hollybank Forestry Centre was established to develop and deliver training for an industry that had traditionally trained its own people on-the-job. Hollybank developed best practice in flexible training provision combining relevant, structured and timely off-the-job training with on-the-job support from Hollybank, working with on-the-job trainers and supervisors. Self-paced learning packages allow operators to update their technical knowledge in their own time. The Hollybank project *Client Focussed Training For Resource Based Industries* had the following products:
  - a video providing examples of best practices;
  - a manual providing details of approaches to ensure that client needs are met and industry/community/educational links formed and maintained; and
  - speakers provided at relevant training conferences.
- The Institute of Adult Education (IAE) is a specialist provider of literacy support to a range of client groups. The IAE project *Adult Literacy and Basic Education (ALBE) Tutors Mentoring Project; A Professional Development Strategy for ALBE Tutors* documented mentoring as a professional development strategy for ALBE tutors, which responds to the increasing casualisation of literacy teachers and decreasing national funding for professional development, reducing opportunities for tutors to interact and share expertise. The key products of this project were:
  - a report;
  - professional development materials outlining mentoring strategies;
  - discussion focus materials such as journal articles;
  - focus materials to facilitate the creation of a supportive learning environment;
  - materials outlining strategies for effective teaching; and
  - a plan and strategies for extension of the mentoring program.

The Institute of Adult Education also produced a booklet on recognition of prior learning best practice for the adult and community education and vocational education and training sectors as an ANTA national project.

Staff Development And Management Improvement

Staff development furthered implementation of national training reforms

including competency-based training, assessment, recognition of prior learning, and flexible delivery through activities such as information sessions, action learning and workshops.

Return to industry placements involved 15 teams and individuals in a wide range of industries resulting in updating of teachers vocational skills.

In 1996, implementation of the Management Enhancement Team Approach (META) scheme was supported at the Hobart Institute of TAFE and the Institute of Adult Education by national site funding and 13 DVET and six META advisers were trained by national project personnel. Several META teams have formed and are working through the process with appointed advisers. A META network has been established. The introduction of META has contributed to enhanced management performance and practice at the institutes.

Recognition Of Training

The Tasmanian Accreditation and Recognition Committee (TAReC) achieved the following outcomes in 1996:

- response times for accreditation and registration applications were minimised through establishment of TAReC sub-committees ensuring applications were processed within three to four weeks;
- departmental staff increased consultancy services to applicants;
- all accreditation complied with the requirements of the National Framework for the Recognition of Training and the Australian Qualifications Framework;
- registration of training provider approvals for 1996 was 484 representing a total of 138 registered providers in the state;
- new providers were visited by departmental staff to promote compliance with registration requirements and to enhance quality of delivery;
- a series of provider reviews was initiated and eight pilot investigations conducted to enhancing quality assurance of training provision and producing recommendations for future recognition and review processes; and
- policy was developed and information distributed to clients on matters including:
  - expiry of accreditation and teaching positions for currently enrolled students;
  - responsibilities of course owners and proponents;
  - credit transfer between training programs and accredited courses; and
  - responsibilities of registered providers for integrated on and off-the-job schemes of training.

Assessment

In the accreditation of courses and registration of providers, the adequacy of assessment provisions was enhanced as follows:

- course documentation was required to clearly outline assessment requirements and the context under which the assessment was to be conducted;
- registration processes required a detailed proposal from providers as to the conduct of assessment, particularly workplace assessment;

An aluminium fabrication apprentice shaping a piece of aluminium at the TAFE Department of Engineering Aluminium Fabrication School.

- clarification of the role of registered providers in relation to totally on-the-job training programs was initiated, focusing specifically on ensuring the qual of the workplace assessment process and the validity of assessment outcomes; and
- workplace trainer and assessor programs accredited in Tasmania were promoted throughout the training sector. Many of the courses accredited during 1996 required workplace Trainer and Assessor Level 1 as the minimum teaching requirement.

National Qualifications Framework

All courses accredited were required to meet Australian Qualifications Framework (AQF) criteria with courses previously accredited under RATE guidelines being phased out by August 1997 when all courses will be translated to AQF requirements or deleted from state and national registers. Qualifications issued reflected the AQF and carried the national training logo.

IMPROVED ACCESSIBILITY

New Apprenticeships

The outcomes of Australian Vocational Training System (AVTS) implementation in Tasmania in 1996 provided a foundation for the implementation of New Apprenticeships (MAATS). These outcomes included:

- the expansion of training into new industry areas such as process manufacturing, finance and forestry;
- a coordinated approach to schools/VET implementation of AVTS through a joint committee and joint development and delivery of training;
- the development of innovative approaches to training pathways;
- the development of partnerships between public and private schools and TAFE, private providers, industry and enterprises;
- implementation of a quality training accreditation and registration system which incorporated AVTS requirements; and
- the delivery of a quality professional development program to support AVTS implementation in industry and enterprises.

Access and equity increased through expansion of training to areas of traditional employment for women and development of inclusive curriculum and training methods.

The AVTS Professional Development Program had the following outcomes for 1996:

- training delivery expertise was developed in a number of enterprises now seen as models for other organisations; and
- professional development expertise was developed through utilisation of consultants and training providers, resulting in a larger pool of skilled consultants and training providers.

A number of networks were established and supported including an informal network among enterprises and regional training provider networks.

Customised professional development to meet client needs included:

- close and ongoing consultation with clients;

- development and implementation of enterprise-specific professional development plans;
- tailoring of professional development activities and communication strategies to ensure their relevance to industry and enterprises; and
- delivery of professional development activities to fit within the work and time constraints of clients.

Increased Vocational Education In Schools

Participation by both public and independent schools in vocational education and training produced significant integration of general and vocational education within senior secondary education and the facilitation of a wider range of education, training and work options for students. A number of schools registered as providers of accredited vocational education and training in 1996.

More Entry Level Training Places

The target number for traineeship commencements for the calender year 1996 was 932. The actual number of commencements achieved was 1,609, exceeding the target by 73%. Compared to 1995, traineeship commencements in 1996 increased by 77%.

There were 1,140 apprenticeship commencements in 1996, a marginal rise of three commencements from the 1995 figure.

Group Training Schemes

The 1995/96 joint policy funding model was refined following extensive consultation with group training companies. Under the revised model, funds are allocated for performance in relation to the company's strategic plan, with the minimum negotiated performance levels to be reflected in the company's operational plan. Other components of the model reward effort for numbers in training, growth in commencements and completions for the previous year, based on market share, and an administrative grant.

Target Groups

Tasmania undertook the following measures in 1996 to increase women's participation in VET:

- training provided specifically for women included women's access courses, preparatory courses for women in trades and technology and programs delivered off-campus for rural women;
- engaging a training employment liaison officer to improve the employment outcomes of women studying in non-traditional areas;
- a video entitled, *My Choice My Future* helped students make career and vocational education and training choices based on their skills and aptitudes, rather than their gender;
- TAFE Childcare Subsidy guidelines were revised to align with changing requirements of students following increased flexible delivery of training and changes in Commonwealth childcare arrangements. Assistance with the cost of childcare was provided to approximately 200 students in 1996; and
- A 42 place childcare centre was constructed at the Launceston Institute of TAFE to become operational in 1997.

An aluminium fabrication apprentice using a large metal bending press.

Additional measures were undertaken to increase the vocational education and training participation of people from a non-English speaking background.

- An on-going shortage of qualified interpreters in Tasmania was responded to through provision of a nationally accredited course in interpreting, conducted by the Adult Migrant English service in conjunction with the Royal Melbourne Institute of Technology and the Deaf Society of Tasmania.
- English language tuition for people whose employment was at risk because of limited workplace English was conducted, using flexible timetabling to accommodate the needs of clients and employers.

Initiatives for Aboriginal and Torres Strait Islander people included :

- an introductory course to working in the hospitality industry to encourage greater participation of Aboriginal people; and
- continuation of the Aboriginal offenders program, to provide support and encourage participation in TAFE programs for people on probation and community service orders.

During 1996 Aboriginal and Torres Strait Islander participation in TAFE increased with 728 enrolments compared to 691 in the previous year.

The Institute of Adult Education (IAE) offered an increased range of accredited lower level language and literacy courses providing enhanced access for unemployed indigenous people, and people without adequate social, literacy and numeracy skills. It also increased its provision of accredited literacy and numeracy courses for people with a disability using specialist trainers.

Initiatives for students with a disability included:

- an Action Plan (under the *Disability Discrimination Act 1992*) which represents a commitment to continuous improvement in the provision of vocational education and training services;
- establishment of a part-time disability liaison officer for the northern region and approval for a part-time disability liaison officer for the north-western region in 1997; and
- continuation of funding for support services and the purchase of adaptive equipment.

Australian Training Information Network (TRAIN)

The increased importance of the Internet and World Wide Web technology was evidenced by the growing use of the technology by all sections of the department. The ability of employers, training providers and students to access vocational education and training related web sites is seen as an essential use of this technology. The Tasmanian TRAIN project has published information on the Web about vocational education and training in a standardised easy-to-read format. The Tasmanian TRAIN Web pages provide links to the department's home page and other useful resources. TRAIN information is also available by fax-to-fax service.

INCREASED EFFICIENCY

In 1996 the agency participated in a range of initiatives as part of the State's continued commitment to financial management reform.

Output Methodology

For the first time, the Tasmanian Budget was formulated and presented solely on the basis of output methodology, requiring the agency to identify and cost key goods and services provided to the public. By focusing on the outputs provided by the agency, service provision has been able to be clearly linked to the achievement of desired policy objectives. Improved accountability and capacity for strategic decision making have resulted.

Outputs And Corporate Planning

The agency's corporate plan has been revised to reflect the close relationship between corporate objectives and the production of outputs. The plan is a key element in the achievement of an integrated approach to planning, resource allocation, service delivery and performance review.

Corporate objectives were revised to enable the agency to focus on key strategies associated with the provision of a responsive, quality, cost effective and equitable vocational education and training system. A set of key effectiveness and efficiency indicators was developed to measure progress towards the achievement of objectives, both at the State and national level. The agency drew on the work of the ANTA working group on performance measurement to provide a snapshot of performance in the TAFE sector.

Accrual Reporting And Asset Management

Accrual reporting was implemented by the agency for the 1996-97 financial year. This has provided a more commercial focus for reporting, enhancing the agency's ability to accurately measure its financial performance and position.

The implementation of accrual reporting has occurred in conjunction with initiatives to ensure effective asset management. The agency has developed a series of strategic accommodation plans for institutes and head office, and has initiated a five-year major building works program.

Development Of Management Information Systems (Including Financial, Human Resource And Student Data Systems)

The financial management and accounting system project which commenced in 1995, reached a significant point in July 1996, when the new accounting system became operational for the 1996/97 financial year. The new system provides both accrual and cash accounting facilities with operational interfaces to the pay and personnel system, the Treasury, and the Reserve Bank. System development continued throughout 1996.

The new accounting system will now provide agency-wide financial management information.

DVET further refined the central human resource management information system REMUS, which services the whole of the Department including the institutes of TAFE and Adult Education. The payroll system moved towards more sophisticated reporting, providing more detailed and timely reports on which to base management decision making.

A student information management group was set up to manage the TAFE student management information system (TAFEMIS). The group prioritised enhancement tasks and prepared business rules which increased data quality at the input stage.

NATIONAL ACHIEVEMENTS

Interstate Co-operative Projects managed by Tasmania in 1996 included:

- Flexible Delivery within the Child Care Industry (Tasmanian Community Property and Health Services ITAB);
- Food Processing Flexible Delivery (North West Institute of TAFE);
- National Firefighting Flexible Delivery (Hobart Institute of TAFE);
- Building Surveying Interstate Co-Operative Project (Hobart Institute of TAFE); and
- Food Processing Flexible Delivery - Confectionary (Hobart Institute of TAFE).

Tasmania also managed an EdNA project through the Hobart Institute of TAFE Flexible Learning Centre.

ANTA Best Practice project proponents in Tasmania included:

- Hollybank Forestry Centre (best practice in delivery for resource based industries);
- Hobart Institute of TAFE (child care action learning); and
- Institute of Adult Education (ALBE tutors adult learning)

The following national awards were won by Tasmanians in 1996:

- Australian Apprentice of the Year Award, Ella Wright;
- Australian Vocational Education Student of the Year Award, Guy Doyle; and
- Runner-up of 1996 Australian Trainee of the Year Award, Toni Smith.

PLANS FOR THE FUTURE

In 1997, Tasmania will continue to implement key national reforms as agreed by Ministers while pursuing State strategic priorities. Planned initiatives include:

- implementation of User Choice arrangements for all apprenticeships and traineeships;
- implementation of the new National Training Framework;
- further expansion of the competitive training market through development of industry and school skill centres;
- enhancement of existing quality arrangements;
- review of the current distribution of resource allocation between industry sectors;
- further measures to ensure greater efficiency and flexibility in providing training opportunities to industry and the community;
- maintenance of initiatives to increase the participation of groups which are underepresented in vocational education and training; and
- further enhancement of management information systems.

INTRODUCTION

THE AUSTRALIAN CAPITAL TERRITORY SYSTEM

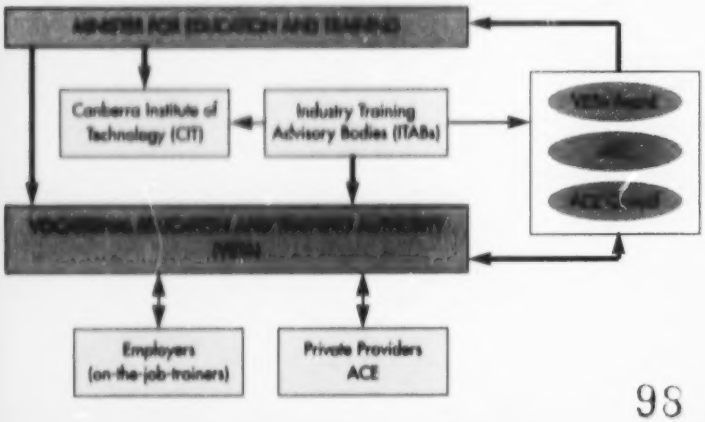
The administration of vocational education and training in the ACT is set out in the Vocational Education and Training Act 1995, and Canberra Institute of Technology Act 1987. The Vocational Education and Training Act provides for the regulation, development, planning and promotion of vocational education and training in the ACT. The Act establishes a Vocational Education and Training Authority (VETA) and an Accreditation and Registration Council (ARC). Both of these bodies have representation from industry, trade unions, providers and the community. They are serviced by the Vocational Education and Training branch of the Department of Education and Training. An Adult and Community Education Advisory Council was established to advise the Minister on the Adult and Community Education (ACE) sector.

The Minister has nominated the Vocational Education and Training Authority as the "State Training Agency" as defined in the ANTA Agreement and is reflected in the VETA Act. A network of 10 Industry Training Advisory Bodies provides linkages between VETA and ACT industry on all aspects of vocational education and training. The Vocational Education and Training Act (1995) replaced the Vocational Training Act (1989). Before 1989 vocational training was administered by an Apprenticeship Board established in 1936.

The Canberra Institute of Technology Act of 1987 established the Canberra Institute of Technology (CIT). The main function of the Institute is to provide technical and further education (TAFE). The Institute is the only government owned TAFE college in the ACT and provides most of the TAFE needs of the ACT and the region. The CIT has a subsidiary company, CIT Solutions, which is a commercial undertaking providing stream 1000 type courses and other fee-for-service activity.

The ACT has a number of private sector TAFE and ACE providers, many of whom have applied for registration under the National Framework for the Recognition of Training (NFROT). Registered providers from this sector also deliver an increasing amount of publicly-funded vocational education and training. The ACT vocational education and training arrangements are depicted in the following diagram.

ACT VOCATIONAL EDUCATION AND TRAINING ARRANGEMENTS



John Jaycock, ACT Vocational Education Students of the Year for 1996.

ACHIEVEMENTS IN 1996

GREATER RESPONSIVENESS

User Choice

User Choice arrangements were trialed and evaluated in traineeships offered during the last quarter of 1996. Based on experience from the trial, user choice arrangements were developed for traineeships for full implementation from January 1997. The trialing of apprenticeship arrangements is scheduled to start in July 1997 with full implementation of User Choice by January 1998.

Training Market Development Program

The Training Market Development Program, introduced in 1995, was designed to allocate additional training funds (growth funds) through market mechanisms. The process was submission based and prospective providers were notified by advertisement in the press. Information sessions were arranged for interested providers. $1.35 million was allocated to 25 providers to fund approximately 1,000 training places. All courses met the priorities of the 1996 ACT Training Profile and were endorsed by the relevant Industry Training Advisory Board.

Responsiveness to Needs of Small Business

New training arrangements place special emphasis on the needs of small business in recognition of the importance of the sector in skills formation. The Authority has developed links with the ACT Chamber of Commerce, the ACT Business Council as well as professional accountancy bodies. These organisations all actively support training initiatives and disseminate traineeship/apprenticeship information to members. ACT businesses have been encouraged to view training as part of a successful business strategy - "Good training - great business".

BEST COPY AVAILABLE

Industry Training Advisory Boards (ITABs)

The ACT continued to develop its Industry Training Advisory Board network. Industries now represented by training advisory boards are construction, tourism and hospitality, wholesale, retail and personal services, arts, recreation, entertainment and sport, communications, printing and information technology, utilities, public administration, community services and health, automotive, transport and storage, office and business skills.

By working closely with industry and the VETA, ITABs were instrumental in developing and advancing vocational education and training in the ACT. Several joint projects were conducted by the VETA and the Boards. These projects provided the opportunity for VETA staff to work in specific industries and develop a better appreciation of industry training needs.

The Boards' participation in the training profile process was enhanced by a number of measures in 1995 and 1996. These included forums on the profile process, an improved questionnaire and follow up consultations. As a result, the information supplied by the Board was of a higher quality and greater relevance to the planning process.

Flexible Delivery

Briefing was completed in late 1996 on the provision and equipping of a combined library and flexible delivery centre on the Weston Campus. Briefing was also completed for the relocation of the Tuggeranong Flexible Delivery Centre, into the Tuggeranong Community Arts Centre. This was a joint project between ACT Arts and Cultural Development and Canberra Institute of Technology, with a contribution from ANTA funding. Approximately 250 square metres of floor space was secured for an expanded and permanent operation, in response to increasing demand from the Tuggeranong community, for places in existing courses and greater access to training through flexible delivery.

The Reid Campus Flexible Delivery Centre is proposed for construction in 1997. The project will extend, re-configure and re-equip the present campus library providing a much increased volume of out-of-classroom self-paced delivery with extended hours and continuous enrolment.

Alternative delivery methods are used in a number of disciplines in Canberra Institute of Technology including recent implementations in Real Estate, Information Technology, Office Administration, Traineeships; Accounting, and Public Administration.

ENHANCED QUALITY

Best Practice Projects

Three successful best practice projects were conducted in the ACT. These covered evaluation and assessment, teacher review and the integration of client services. An ACT Quality Framework was developed by a quality framework group comprising representatives of all stakeholders.

Frontline Managment Pilot and Staff Development

ACT Electricity and Water Corporation participated in the Frontline Management Initiative pilot project which has been of considerable benefit to their staff. The Management Enhancement Team Approach (META) was introduced by the Canberra Institute of Technology and Metropolitan Business

College, providing staff of those organisations with improved development opportunities.

Accreditation and Registration

1996 saw a large increase in accreditation and registration activity. The numbers of registered providers increased by 85% and the number of accredited courses increased by 110%.

The increased capacity to accredit courses resulted from the Canberra Institute of Technology self managing the accrediting of courses up to and including the Advanced Diploma level. The Accreditation and Registration Council delegated accreditation processes to the Institute in 1996. The devolved processes have allowed the Institute to review, replace and initiate courses more efficiently. The Council maintains responsibility for entering courses on the National Register.

A number of courses (15% to 20% of the total) accredited against RATE (Register of Australian Tertiary Education) were converted to the Australian Qualifications Framework (AQF) in 1996.

IMPROVED ACCESSIBILITY

New Apprenticeships

The ACT has participated in all Commonwealth, State/Territory negotiations aimed at introducing the New Apprenticeships system. The outcome is expected to be an expanded, more client focussed, flexible and less bureaucratic apprentice and trainee system.

Vocational Education and Training in Schools

In 1996 more than 2,000 senior secondary school students undertook at least some training leading to a qualification recognised by industry nationally. The training was undertaken as part of a broader school program incorporating vocational education and training.

The School of Tourism and Hospitality has articulation arrangements with nominated Secondary Colleges for Hospitality and Tourism programs. The Certificate of Business Studies and modules from the Certificate in Information Technology are delivered in ACT Secondary Colleges and students are treated as re-enrolling students in Canberra Institute of Technology. A vocational Year 12 program with a focus on horticultural training is planned for 1997 as a pilot, to be expanded into other disciplines in subsequent years.

Entry-level Training - ACT Government Service

The ACT Government introduced a program (Entry Level Training Program) aimed at increasing the range of employment and training options for young people in the ACT. The program is a continuous, appropriate and planned process of entry level training for ACT Government Agencies. Under the Program, 34 entry level recruit positions and 50 twelve month traineeships were established to provide training and employment opportunities for 15 to 19 year-olds.

Group Training Arrangements

In 1996 VETA undertook a review of group training arrangements in the ACT. The review, undertaken by a consultant, made the following recommendations:

- the two group training companies operating in the construction industry should collapse and a new single company emerge;

- the two group training companies with industry coverage outside construction should also merge;
- funding arrangements be changed to a formula based entirely on outcomes; and
- other organisations be able to operate as group training companies in order to expand training opportunities in specific industries.

The recommendations will be pursued in 1997.

Access and Equity

The VETA is committed to enhancing training outcomes for all groups, especially those disadvantaged in the labour market. The Authority is also committed to the objectives contained in ANTA's Equity 2000 Report. In meeting these objectives, VETA introduced:

- the Women in Small Business Mentoring Scheme;
- special courses for equity groups through the Training Market Development Program;
- the appointment of a National Collaborative Adult English Language and Literacy Strategy (NCAELLS) Project Officer, to promote the provision of literacy and language in vocational education and training; and
- the requirement that to receive public training funds registered providers have access and equity strategies in place.

By way of example, the Women in Small Business Mentoring Program was developed by the Authority to assist women in small business to develop business confidence, and to encourage them to incorporate training (at entry level in particular) as part of an effective and successful business strategy.

The new Yurauna Centre was opened on Reid Campus in 1996. The Centre provides enhanced accommodation to support Aboriginal and Torres Strait Islander students and includes tutorial areas, access to computers, small study rooms, a meeting place and close association with Aboriginal and Torres Strait Islander support staff.

During 1996, Canberra Institute of Technology continued to work to improve access and successful participation of people with a disability through their implementation of the National Plan, *FlexAbility: A Strategic Framework for People with Disabilities*. Achievements included:

- coordination of the program by a Permanent Disability Coordinator for deaf/hearing impaired students with the assistance of two part-time Sign Interpreters, plus casual signers and notetakers;
- provision of 210 places for students with a disability;
- increase in enrolments by 55 students in 1996;
- priority improvements listed in the 1993 Access Survey being completed according to the scheduled timeline;
- purchasing of adaptive technology including Dragon Dictate and large screens for computers;
- weekly courses, weekend and evening workshops for signing interpreters;
- liaison between Student Equity Officers and the International Unit to assist in the formulation of policies and practices, to meet the needs of students with a disability;

Wendy Watts, ACT Apprentice of the Year for 1996.

Anthony Lee, ACT Aboriginal and Torres Strait Islander Student of the Year for 1996.

- inclusion in the Institutes' Occupational Health and Safety Plan, of strategies for emergency protocols for people with mental health problems;
- development and implementation of a policy on modified results and testamurs; and
- liaison with the National Working Group on a Code of Practice in further/higher education.

INCREASED EFFICIENCY

Strengthening the Training Market

The ACT has pursued increased efficiency through developing a training market. Off the job training for trainees was subject to competitive processes in 1996. The Training Market Development Program was further developed in 1996. The Program funded innovative training courses as well as joint ventures between public and private providers.

Information on Vocational Education and Training

The VETA conducted a range of activities in 1996 to promote vocational education and training to industry, young people and the general public.

A project officer was appointed to implement the TRAIN Information Network in the ACT. The project included collecting, compiling and publishing a wide range of essential information about vocational education and training on the Internet. Additionally, all ACT ITABs were provided with Internet access.

TRAIN was launched by the Minister for Education and Training, Mr Bill Stefaniak, at the Training Excellence Week Breakfast in September. TRAIN has continued to grow since then and now features details of approved training courses. The site has had 720 visits, including vocational education and training officials from Mupulunga Province in the Republic of South Africa.

PLANS FOR THE FUTURE

FUTURE DIRECTIONS

In 1997 VETA intends to:

- implement purchaser/provider arrangements;
- improve planning processes to ensure more influential input by industry;
- develop an implementation plan for New Apprenticeships;
- pilot a contracted entry-level training agency to be known as the *ACT Trainee and Apprenticecentre*;
- review administrative procedures to ensure that they are compatible with New Apprenticeships;
- complete the development of training packages under the National Transition Program in Information Technology User Support, Laboratory Technician Traineeship, Water Industry Traineeship; and
- work co-operatively with secondary colleges to develop further school based vocational training programs.

INTRODUCTION

OVERVIEW OF THE NORTHERN TERRITORY SYSTEM

In the Northern Territory, strategic coordination and funding of the vocational education and training system is managed by the Northern Territory Employment and Training Authority (NTETA) Board, its Office and three Advisory Councils.

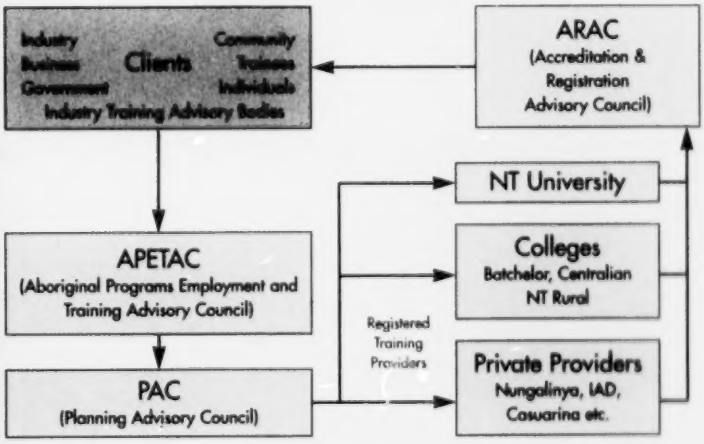
The Board through the NTETA Office purchases education and training services to meet the needs of industry and the community. NTETA also has overarching responsibility to develop policy, assure quality and maintain a network of facilities for use by the community in regional and remote centres. It also acts as a broker in the identification of training needs in remote and regional areas.

The Authority has an equal relationship with all providers, regardless of whether they are public or private. It seeks input from its Advisory Councils made up of representatives of industry and the community to ensure that its objectives and priorities match the needs of clients. It also supports the operation of the Industry Advisory Bodies whose role is to provide a service to industry in promoting and securing training for their employees. They are NT Cultural and Recreation ITAB Inc, Automotive and Allied ITB Inc, NT Building and Construction ITC Inc, Community Services and Health ITAB Inc, NT Utilities ITAB Inc, NT Fishing ITAB Inc, NT Local Government and Public Sector ITAB Inc, NT Mining ITAB Inc, NT Retail ITC Inc, NT Transport ITAB Inc, NT Rural ITAB Inc, NT Tourism ITC Inc.

The function of the Board is to review and make recommendations to the Minister on a range of policy and planning issues relating to the efficient and effective use of resources to deliver vocational education and training to the Northern Territory community.

The Board's three Advisory Councils are the Planning Advisory Council (PAC), the Aboriginal Programs Employment and Training Advisory Council (APETAC) and the Accreditation and Registration Advisory Council (ARAC) as depicted in the diagram below:

THE NTETA PLANNING PROCESS



A trainee using oxy acetylene equipment to weld material together.

The Councils operate to identify needs (APETAC), evaluate proposals and prioritise resource allocation (PAC), and to assure the quality of outcomes (ARAC). In addition a Women's Reference Group has been established to ensure that the specific training needs of women are addressed.

This means that NTETA is able to make key decisions on advice from Advisory Councils to ensure that the training system is responsive to demand from both industry and the community. The Advisory Councils set priorities based on submissions from ITABs and training providers.

The vocational education and training system in the Territory is made up of four public providers - the Northern Territory University, Batchelor College, Centralian College and the Northern Territory Rural College, as well as 97 private providers and 12 Industry Training Advisory Bodies. The Northern Territory continues to provide approximately 1% of the total training effort in Australia. Although it is small in terms of population, it is a full partner in the national vocational education and training system.

KEY PRIORITIES

The priorities are to:

- anticipate demand by combining the effective assessment of training needs with target allocation of resources;
- maximise resources by developing an efficient and competitive training market in order to stimulate a client responsive and efficient system;
- achieve quality outcomes through the continuous improvement cycle;
- build skills by developing a rigorous entry level training system that meets the unique training needs of the Territory;
- enhance access by ensuring that the Northern Territory system provides for under-represented groups, including Aboriginal and Torres Strait Islander people; and
- extend delivery by improving flexible delivery structures for the Territory in order to increase participation as well as to meet local demand.

ACHIEVEMENTS IN 1996

GREATER RESPONSIVENESS

During 1996 the NT's ITAB network concentrated on finalising the expanded coverage of industry sectors who had not previously had ITAB affiliation or support. As a result of a national decision, the amalgamation of the Fishing and Rural ITABs was not pursued in the Territory, resulting in the actual profile of 12 ITABs being maintained. By the end of 1996 all the ITABs affected by the increase in industry coverage had completed industry mapping exercises.

In February 1996, NTETA received an Industry Training Plan for 1997 from each ITAB. The Planning Advisory Council (PAC) assessed these plans and made recommendations on training that should be funded in the coming years. These plans are also made available to providers of vocational education and training to assist in the development of future training delivery profiles.

The 1997 NT Training Profile was developed in consultation with ITABs and providers and unconditionally approved by the Ministerial Council. The Profile is the key document used to negotiate with ANTA for Commonwealth funds.

NTETA staff have been involved in conducting training needs assessments, assisting communities to develop training plans, providing a training brokerage service, liaising with other government agencies and managing over 50 flexible response funded projects. This funding model allows the parties to the training direct influence over a range of delivery options including choice of provider, content, timing, location, sequencing and mode of delivery. Almost 50% of the flexible response funded projects are being delivered by private training providers.

NTETA supports training providers in regional and remote centres with fully serviced buildings, furniture, teaching, office and telecommunications equipment in 16 locations. In the four regional training centres staff provide reception and administrative support for providers. For example, Batchelor College commenced program delivery from the Katherine Training Centre in December and Julalikari Council and Skillshare are utilising office and teaching space in the Tennant Creek facility.

Much of NTETA's focus in 1996 was the preparation of policy responses to a number of national reforms and the maintenance of services to clients in a rapidly expanding traineeship system.

In total, 11 new vocations were added to the NT list in 1996 These were Recreation Officer, Automotive Services, Tourism, Communications, Community Pharmacy Operations, Essential Service Operations, Warehousing, Meat Processing, Prison Officer, Mining Operations, and School Assistant.

Many of the declared vocations offer trainees more than one option and/or level of exit under the Australian Standards Framework (ASF). The number of options available in 1995 for the 109 declared vocations were: ASF Level 1, 16; ASF Level 2, 62; ASF Level 3, 79; and ASF Level 4, 1.

The number of trainees continued to rise from 1,385 trainees in training at 31 December 1995 to 1,883 trainees in training at 31 December 1996. In 1996, there were 1,385 commencements and 421 completions.

During 1996, 19 organisations were added to the list of Northern Territory registered providers. Four of these were registered as providers of vocational education and training in another State/Territory and were granted reciprocal registration. At 31 December 1996 there were 97 registered providers of vocational education and training in the Northern Territory. Nine of the organisations on the Northern Territory Register of Providers, whose initial three-year registration period was due to expire, chose to renew their registration. Reviews of registered providers are ongoing to ensure that the quality of outcomes is maintained.

The total number of courses accredited, training programs and short courses recognised during 1996 was 101. The breakdown for these is as follows: 43 accredited courses, 48 recognised training programs, and 10 recognised short courses.

The number of courses accredited under the Australian Qualifications Framework nomenclature dropped slightly. However there has been an increase in both the number of recognised training programs and short courses to meet specific Northern Territory industry and community needs.

All courses accredited and short courses recognised during 1996 have been listed on the ANTA National Register.

During 1996, 102 nationally recognised courses from other States/Territory were added to the NT Register of Accredited Courses. This represents an increase of

50% over the previous year. These courses have been developed and accredited interstate with registered providers accessing these for delivery in the Northern Territory.

The Accreditation and Registration Advisory Council granted registered provider organisations 212 approvals to conduct accredited courses, 48 approvals to conduct short courses and 53 approvals to conduct training programs. This represents an increase of approximately 37% over that of the previous year. In addition, ARAC granted 208 approvals to conduct individual nationally developed modules or modules from accredited courses.

ENHANCED QUALITY

Building on work commenced in 1995, The Northern Territory Quality Framework for Vocational Education and Training was finalised by the Northern Territory Quality Working Group and presented to the NTETA Board in December 1996 for endorsement. A timeline for implementation and validation of quality systems by December 1998, for organisations wishing to access public vocational education and training funds either through the ANTA or NTETA was also endorsed.

NTETA supported the quality program during the year by facilitating training in quality system development, to provide vocational education and training organisations with the skills and knowledge to implement their own quality systems. The training programs included Introduction to Quality, Quality for Senior Executives, Organisational Self Assessment Training and Validation Training. Approximately 300 personnel from a diverse range of vocational education and training organisations participated in these training programs.

Of particular note has been the continued cooperation and collaboration between States and Territories, with regard to the sharing of resources and intellectual knowledge associated with the development and implementation of respective quality systems. Acknowledgment is extended to the Western Australian Department of Training for the provision of the Western Australian Quality Framework, which has been the essential core of most other State and Territory quality systems.

The Northern Territory Quality Project Officer had the opportunity to participate in an ANTA 'Return to Industry Program' which enabled her to spend three weeks working within the Quality and Best Practice Directorate of the Western Australian Department of Training. This had excellent reciprocal benefits for both agencies, as well as providing first hand experience of work practices and operations relevant to the quality program in the Northern Territory.

Further training in quality system development and validation will be facilitated during 1997.

It is expected that some of the Northern Territory's vocational education and training organisations will have their quality systems validated in 1997, leading to recognition as a 'Quality Endorsed Training Organisation' or 'Provisional Quality Endorsed Training Organisation'.

Further networking between States and Territories during 1997 and beyond will further enhance opportunities for cooperation and the continued sharing of resources.

The Northern Territory continued its representation on the ANTA Best Practice and Quality Assurance working groups. NTETA was invited to present papers at the National Seminar on Best Practice and Quality Assurance and the National Vocational Education and Training Quality Conference 'Quality Training -

A student undertaking practical training in environmental management.

Creating the Competitive Edge'. At both forums there was considerable interest in the Northern Territory's Quality Framework for Vocational Education and Training. Subsequently some of the other States and Territories have elected to adapt and implement quality frameworks based on the Northern Territory's approach.

Three Northern Territory registered provider organisations were allocated funding through ANTA's 'Demonstrating Best Practice in Vocational Education and Training' project in 1996. The successful organisations and projects were:

- Batchelor College for '*Demonstrating Best Practice in VET Delivery in Remote Aboriginal Communities*';
- Katherine High School for its '*Young Australian Student Access (YASA) Program*'; and
- Northern Territory University for 'Delivery of an Entry Level Music Course to Aboriginal communities throughout the Northern Territory'.

The Centre for Appropriate Technology also received ANTA funding and completed a project to develop *'Quality Measures for Technical Training to Aboriginal and Torres Strait Islander Communities and Organisations'.*

These organisations were able to promote best practice in training delivery through a range of strategies including presentation of reports of their projects at the Northern Territory's quality and national vocational education and training forums.

IMPROVED ACCESSIBILITY

Open Learning Centres

A $2 million Capital Works program is currently underway in key locations throughout the Territory to establish Open Learning Centres. These funds will

A group of trainees achieve their goal and are recognised for their newly acquired skills.

provide an extensive upgrading of the training facility on the existing Nhulunbuy site ($1 million); a new training centre at Papunya, and upgrading of facilities at Nguiu. Modifications to existing buildings are taking place in Jabiru, Katherine and Tennant Creek. $1 million will be spent on upgrading facilities and establishing OLC's in some smaller communities.

A ten year capital development strategy was initiated in 1996 and due for completion in 1997. This study will provide direction for the allocation of funds for facilities throughout the Territory.

Programs for Aboriginal people

The NT Rural College's close contacts with the Remote Area Programs Unit of DEETYA, Katherine resulted in the identification of a need for welding skills amongst the employees of Mistake Creek Station, an Aboriginal owned and operated property on the NT/WA border. This need was associated with a need for infra-structural improvements (a set of steel cattle yards) to better access the live cattle export trade to nearby South East Asian Countries. Both needs were successfully met with a training and work program funded by DEETYA and managed by the College. The Mistake Creek Community is very satisfied with the outcomes.

A different need was identified for the Yarralin Community, who live on an excision of land from Victoria River Downs Station also in Katherine Region. In 1996 a group of stockmen from this community negotiated a contract with Victoria River Downs Station to muster and drive cattle from the Pigeon Hole Camp to the main station yards. In order to recognise existing skills and to build on these and to improve employment opportunities and provide skills for improvements on their own land, the College delivered a flexible delivery program involving Recognition of Prior Learning (RPL), instruction on site at Yarralin and Victoria River Downs and if required, instruction at the College premises in Katherine and Mataranka.

The first phase of the program was successfully completed in November with a ceremony at Yarralin, with the next phase due for completion in 1997. The

interest and application of the Yarralin trainees both on and off-the-job, has impressed all those involved. As in the Mistake Creek Program, it is important that training is directly related to work and skills and developed in a workplace context.

Computer training for rural property managers

During 1996, in collaboration with the NT Department of Primary Industry and Fisheries Property Management Planning Program, NT Rural College has been involved in delivering workshops on the use of computers in rural record keeping and software applications. The NT pastoral industry is increasingly adopting computer applications to assist in management so there is a steady demand for computer training. Participants in these workshops are also being enrolled in modules and programs which lead to qualifications such as the Certificate 3 in Rural Office Practice and the Diploma in Rural Business Management, so there is potential to further improve management skills in NT rural industries.

Lands, Parks and Wildlife Management courses

The NT Rural College redeveloped and obtained accreditation for the Certificate III in Lands, Parks and Wildlife Management then developed and re-accredited a new Diploma in the same discipline, in response to industry demand for initial qualifications and upgrading of existing qualifications.

The course has been designed for flexible delivery, and many students are enrolled on a home study, block release basis. A feature of the program is the close collaboration with the Parks and Wildlife Commission and the Department of Lands, Planning and Environment.

INCREASED EFFICIENCY

Following the release of the first national Benchmarking Vocational Education and Training Report, NTETA set out to investigate performance issues arising from the data presented.

A number of initiatives were undertaken namely:

- correcting data capture problems to ensure that information provided reflects actual performance;
- analysis of unit costs data to identify issues of relative efficiency;
- analysis of facility utilisation data to assist with profile and capital planning; and
- commissioning a study to benchmark the costs of training of public providers.

The findings of the work resulted in a more accurate understanding of cost drivers in the Territory particularly in the area of administrative and delivery scale. These issues will be put to advisory councils and Government in the context of major planning decisions for the future.

Increases in productivity have been achieved in the administration and support of trainees. Substantial increases in traineeship numbers have imposed an added burden to the monitoring and support resources of NTETA. To maintain the level of service, NTETA has enlisted the cooperation of industry bodies and other agencies to share resources and increase cross servicing arrangements.

In the context of the new planning cycle, public providers have reached agreements for rationalisation of courses where numbers are too small to be viable. This will free up resources to offer new training places in 1997.

Resource allocation processes were enhanced including a new funding model which is to be implemented in 1997, improved funding guidelines for specific purpose grants such as growth funding, general equipment grants, and the procedures for monitoring program targets.

Increased levels of funds open to competitive levels should, over time effect greater efficiencies and reduce overall unit costs.

PLANS FOR THE FUTURE

- The national reforms which commenced in 1996 will continue to have an impact during 1997 and beyond. The implementation of New Apprenticeships, User Choice and the National Training Framework will require consultation with stakeholders before full implementation in 1998.
- Open learning, literacy and numeracy and the successful participation of Aboriginal and Torres Strait Islander people to continue to be areas requiring special attention from a planning perspective.
- Further identification of training needs in remote areas linked to Community Development Plans in Aboriginal and Torres Strait Islander communities.
- Delivery and monitoring of training funded under the $1.3 million Flexible Response Funding Program. These activities reflect national User Choice principles which facilitate increased community commitment to, and ownership of, the training delivery process.
- Trialing of Open Learning delivery in regional and remote area Open Learning Centres as they come-on-line. These Centres will allow 24-hour access by students, utilisation of various levels of computer technology equipment, software applications and telecommunications to support or deliver training to clients at a distance.
- Assessment of future training priorities linked to Economic Development Strategies and Community Development Plans. This assessment process is to be undertaken through collaboration with key stakeholders, for example, the Tiwi Islands Region Economic Development Strategy (Nov 1996), Arnhem Region Economic Development Strategy (May 1995), Jawoyn Association 5-year Development Plan and Laynhapuy Homelands Association's 7-year plan.
- The original intention of the October 1994 Implementation Plan for the Training Network NT, a branch of NTETA was to pilot the Network in its current structure for a three year period. A review process was incorporated into its final year. This review will be conducted by the Department of the Chief Minister with anticipated outcomes expected in March 1997. The information supplied as part of this review process will define the ongoing activities of the Network.
- Increased responsiveness to the needs and priorities of community enterprises and industry.
- Establishment of a Quality framework through which the vocational education and training organisations can align their own quality systems.
- Improved client access and participation in vocational education and training through allocation of appropriate resources/facilities.
- Increased effectiveness and efficiency in the management of public investment in vocational education and training through improvements in policy and procedures and evaluation techniques.
- Increased application of the principles of RPL in flexible response funded activity.

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